

**A THESIS**

**THE EFFECTIVENESS OF PQRST (Preview, Question, Reading,  
Summarize, and Test) STRATEGY IN ONLINE ENGLISH  
LEARNING TO IMPROVE STUDENTS' READING  
COMPREHENSION AT MAN PINRANG**



**BY:**

**RESKI ANAH  
Reg. Num 17.1300.037**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2022**

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**Reg. Num : 17.1300.037**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

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**Submitted by:**

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REG NUM. 17.1300.037**

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*May the almighty Allah Swt bless us.*

*Wassalamu Aalaikum Wr. Wb*



Parepare 08 february 2022

The Writer

A handwritten signature in black ink, appearing to read 'Reski Anah', is written over the printed name.

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Stated this thesis was researcher own writing and if it can be proved that it was copied, duplicate, or complied by any other people, this thesis and the degree that has been gotten would be postponed

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## ABSTRACT

Reski Anah, *The Effectiveness of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy In Online English Learning To Improve Student Reading Comprehension At Man Pinrang.* (Supervised by Zulfah and Mujahidah)

Learning strategies are the most supportive aspects to achieve learning goals, especially during the covid-19 pandemic. Teachers use PQRST (Preview, Question, Summarize, and Test) strategy as a learning method in English. The research Focus was to determine whether this PQRST strategy can improve students ' reading comprehension. The method used is Quasi-experiments with a quantitative approach.

This study aimed to know the implementation of the PQRST (Preview, Question, Summarize, and Test) strategy in the student of MAN Pinrang. This study explains the result of data of the test that consists of Pre-test and Post-Test. In sampling, the researcher took 64 students divided into two classes, namely X MIPA 4 and MIPA 6 as Experiment class and Control class.

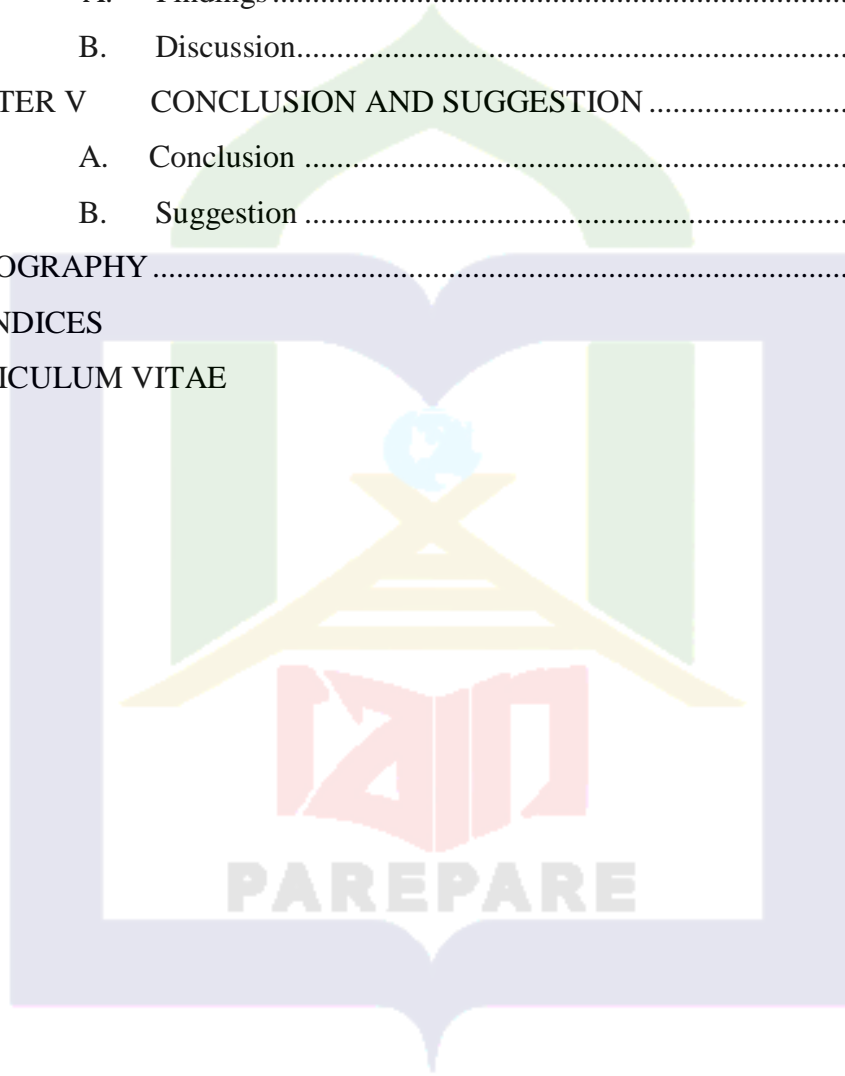
The result of this study is that the PQRST Strategy is effective to improve. with the result obtained from the mean score of the pre-test and post-test. The pre-test score is 49,68 and the post-test score is 72,00 ( $72,00 > 49,68$ ). The hypothesis of this research was accepted and proved with the data from the t-test and t-table analysis. The t-test value is 6,007 and the ratio of t-table is 1,670 ( $6,007 > 1,670$ ). With the level of significant = 0,05% and the degree of freedom ( $fd$ ) = 62 it could be concluded the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. It meant that there were significant differences between the class that use PQRST Strategy and the class that not use PQRST Strategy in the tenth grade of MAN Pinrang.

Kata Kunci: *PQRST Strategy, online learning, reading comprehension*

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## CHAPTER I

### INTRODUCTION

#### A. Background

Covid-19 pandemic has occurred since the beginning of 2020, it has changed the social order a lot. This spread is not only happening in Indonesia but also become an international problem. Over time, many policies have been issued by the government as a step to stop the spread of the Covid 19 virus. One of the policies is physical distancing. This has an impact on economic activities both on a national and international scale. But not only that, many aspects also have a big impact, one of which is education. Considering education, of course, must continue.

The application of policies that have been decided by the government must of course be adjusted to the learning system so that the learning process continues, and one of the policies taken is by applying online learning. Online learning that was applied during the Covid19 pandemic is a new strategy that was applied to continue learning and teaching activities between educators and students that can be carried out from home these activities cannot be separated from the use of internet media so that it can be effective in its application. teachers and Students no longer need to carry out face-to-face teaching and learning activities in the classroom, but now they can learn with an online learning system.<sup>1</sup> In the implementation of this online learning, it certainly has an impact on all teaching and learning processes including

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<sup>1</sup>Khoirunnisa, "*online learning during the covid 19 pandemic as a learning strategy and achieving learning outcomes for grade III B Al-Ittihaad citroso students for the 2019/2020 school year*". (IAIN Salatiga:2020) P.2

the subjects and the use of teaching methods. And one of the subjects that must be studied by students in English, considering that English is one of the international languages that is almost used throughout the world.

English is one of the compulsory subjects in school. There are four main skills in English, and one of the four skills that must be mastered in English is reading. According to Seri Sartika, reading is an activity to understand information. Reading has a very important role in all areas of the school, by reading we will find good information in written texts such as magazines, letters, newspapers, and many other materials.<sup>2</sup>

Reading has an important role in all areas of the school, and the most important aspect is reading comprehension. Reading comprehension is a competency that aims to process the text, understand the meaning contained and also integrate it with what the reader already knows.

Reading comprehension has a goal that is expected to make students understand the text well so that they are better able to express their ideas, feelings, and opinions while in discussion groups during the learning process. However, in reality, students' limitations in reading comprehension make it difficult for students to understand a reading text. The limitations that students have to impact their difficulty in expressing ideas, opinions, and feelings in the language during discussions in the teaching and learning process. According to Tri Ismiyanti, this is influenced by

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<sup>2</sup> Seri sartika, "*the use of PQRS (Preview, question, read, summarize, you test) strategy in teaching reading comprehension at SMA Negeri 2 Kepahiang*" (IAIN Curup:2018)



several factors such as internal and external factors. Internal factors are influenced by interest, motivation, understanding, and recognition of words and others. And external factors, namely motivation of parents, environmental facilities, media, including teaching strategies.<sup>3</sup>

The use of inappropriate strategies can lead to a lack of students' ability in reading comprehension. There are many strategies in reading comprehension, one of which is PQRST which stands for preview, question, read, summarize, and test. This technique is used to improve students' reading comprehension because the stages are well organized. PQRST Strategy is very effectively used in the learning process, because it can improve students' reading comprehension skills and can also increase the activeness of students in the classroom, because the implementation of the pqrst strategy is very organized with five steps in the PQRST Strategy. So the researchers want to apply this pqrst strategy in online learning by expecting the same learning outcomes when applied in offline learning / During. It cannot be denied that technology is now more advanced and almost every student must have a cell phone. Online learning is easy to implement.

Researchers chose reading comprehension used in Class X Man Pinrang because it fits with their learning is narrative text; Legends, which is one of the learning materials in Class X Man Pinrang. Researchers took 2 classes at X Man

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<sup>3</sup>Tri Ismiyanti, "*Improving Students' Ability In Reading Comprehension By Using Preview, Question, Read, State And Test Strategy*", (UIN Sumatera Utara:2017). P.14

Pinrang as an experimental class and also a control class to evaluate pqrst strategy is successful or not applied in online learning.

The PQRST strategy can create fun learning conditions and is also easy to implement in the teaching process in offline learning. The pandemic has changed the system of learning process to online learning. So, the researcher interest conducting research by that previous problems that occurred to students and teachers can be resolved. So, the researcher is interested in conducting research entitled "The Effectiveness of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy In Online English Learning To Improve Student Reading Comprehension at MAN Pinrang"

### **B. Research Question**

Based on the background that the researcher has written, the researcher formulates the problem as shown below:

“Is the PQRST strategy have different significant on the students’ reading comprehension between control class and experimental class of the ten grade of MAN Pinrang?”

### **C. Objective Of the Research**

Based on the problem statement, the main objective of this research is To examine the difference significant between the control class and the experimental class in reading comprehension of students in MAN Pinrang.

### **D. Significant Of the Research**

The advantages of this research are expected as follows:

a. For the teachers

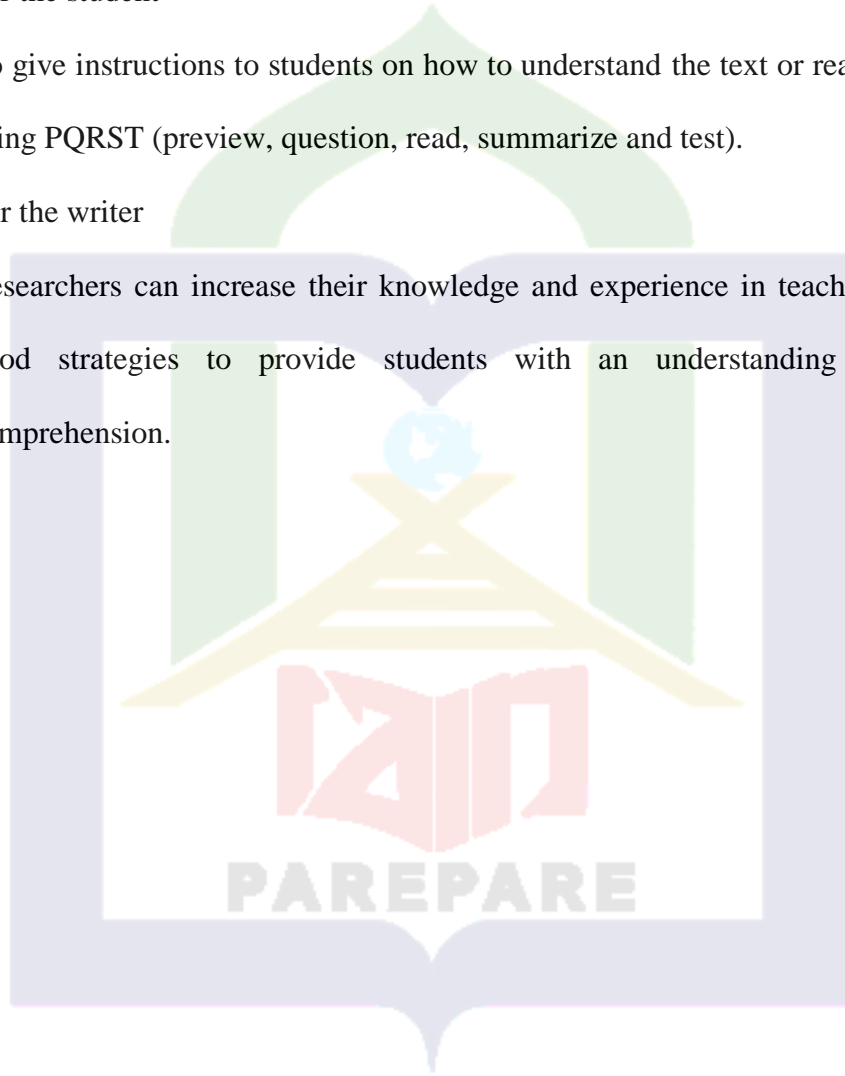
The researcher can motivate teachers to apply the same strategy in learning English in both online and offline classes.

b. For the student

To give instructions to students on how to understand the text or read quickly by using PQRST (preview, question, read, summarize and test).

c. For the writer

Researchers can increase their knowledge and experience in teaching by using good strategies to provide students with an understanding of reading comprehension.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contained some related research findings, some pertinent ideas, resume, conceptual framework, and hypothesis.

#### A. Preview Related Findings

Some researchers are finding relate to this research, some of the research which are related to this research are described below:

Dwi Fitri Arnaz, Sudirman, Gege Eka pratama conducted a study to examine student reading achievement by using the PQRST strategy. the design of the research is an experimental method. The finding showed that the PQRST strategy is effective to improve student reading achievement by using PQRST.<sup>4</sup>

Nikmatul Khoiriyah, Ujang Suparman, and Flora conducted a study to examine the improvement of students' reading comprehension ability through the PQRST strategy. The design of the research is the Experimental method. The finding showed there was an improvement in student reading comprehension ability through the PQRST strategy and also the researcher found improvement in each aspect of reading.<sup>5</sup>

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<sup>4</sup> Dwi Fitri Arnaz, Sudirman, Gede Eka Putrawan in their research “the implementation of PQRST strategy to improve students' reading achievement at SMA Negeri 7 Bandar Lampung”, p.8 (accessed on January 21 2021)

<sup>5</sup> Nikmatul khoiriyah, Ujang Suparman, and Flora “*Improving Students' Reading Comprehension Ability Through PQRST Strategy At SMKI Assya'Roniyyah*” FKIP University of Lampung.p.18.2018

Sartika series conducted a study to describe The PQRST strategy implemented by teachers in teaching reading comprehension. The design of the research was a quantitative descriptive method. The findings showed that the implementation of the PQRST strategy was very good by looking at the ability of students to solve problems faced in the learning process, one example of which was that the teacher did not have to lead students to find or identify numbers, words, or figures contained in the text.<sup>6</sup>

Dhimas Anom and Dahler conducted a study to improve the effectiveness of the PQRST strategy in students' reading comprehension. The design of the research was CAR (class action research). The finding showed that the PQRST Strategy is effective to improve students' reading comprehension.<sup>7</sup>

Farina Sari and Oktaria conducted a study to examine the PQRST strategy and TPS strategies in improving student reading comprehension. The design of this research was a Quasi-experimental method. The finding shows that there was no significant difference in student reading comprehension achievement between the student who was taught by using PQRST Strategy and students who were taught by using TPS Strategy.<sup>8</sup>

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<sup>6</sup> Sartika seri, "The Use Of PQRST (Preview, Question, Read, Summarize, And Test) Strategy In Teaching Reading Comprehension At SMA N 2 Kepahiang", *Institute College For Islamic Studies (Iain) Curup*.2018

<sup>7</sup> Dhimas Anom, Dahler, *The Use of Preview, Question, Read, Summarize, Test (PQRST) Strategy to Improve Students' Reading Comprehension in Recount Text in First Grade at SMK Negeri 05 Pekanbaru*. Lancang Kuning. University. *ELT-Lectura: Journal of Education*, Vol 5, No 2, August 2018. P. 117 (20-4-2021)

<sup>8</sup> Farina sari, oktaria, "A Comparative Study Of Pqrst And Tps Strategies To Improve Reading Comprehension" vol.03 no. 02 (universitas tridinanti)

Based on the explanation above the researcher is interested to find out the effectiveness of the PQRS strategy in improving students' reading comprehension. Researchers use the PQRS strategy in learning which is certainly different from previous research. The difference from previous research is in the learning process, where previous research applied this strategy in the offline learning process, while researchers used learning with an online learning system.

## **B. Some Pertinent idea**

### **1. Reading**

Reading has a universal meaning, reading is also a very important thing in life, it is also the most commonly used thing to increase vocabulary and also by reading we will get information more easily. Brewster, Ellis, and Girard state that the students are often introduced to and learn grammar or new vocabulary through reading short text in the form of descriptions, dialogues, short, or instructions stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading.<sup>9</sup>

#### **a. Factor of teaching reading**

Reading is a complex activity. Increased reading is also influenced by several factors. According to Alderson, reading ability is influenced by several variables, namely:

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<sup>9</sup> Brewster J Ellis G. and Girard D, *The Primary Teacher's Guide* (New edition), (Harlow: Pwearson Education, 2002), p.113.

According to Anderson in his research states that the reading process is influenced by the reader himself. Reading variables are classified into several points, including:<sup>10</sup>

- 1) Knowledge: in the process of reading the reader does not only read a text but also integrates the information in the text into a schema, which is related to one another. So that the reader can more easily understand the reading. The reading activity not only transfers new knowledge from the text but also the ability to process the information contained in the reading text.
- 2) Motivation: Motivation is one of the most important things in the teaching and learning process to achieve learning objectives. One of the reasons for the failure of readers to learn is the lack of motivation to spend time not increasing their reading ability.
- 3) Reason: Variable reason is almost the same as motivation. The motivation of the reader is of course always influenced by the question of why students should read certain parts of the reading text. the readers only pay attention to general ideas and things that are important points in reading.
- 4) Strategies: The use of strategies in the reading process will support success in reading comprehension. The strategies used in the reading process can

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<sup>10</sup> Aprida Nur Rya Susanti, "Improving Students' Reading Comprehension Through Pqrst Technique at Grade Xi Of Sma Piri 1 Yogyakarta In The Academic Year Of 2012/2013", State University Of Yogyakarta.P.14.2013

also be used to identify the methods that readers need to improve reading comprehension efficiently.

#### b. Reading Comprehension

Reading is an important thing to find information<sup>11</sup>. By reading we will be able to find information from various texts, brochures, newspapers, etc. Reading also cannot be separated from the activities of daily life because most of the aspects of our life are related to reading. One of them is When we are in a strange place to find a way, we can't find a way if we don't read the name of the road.

In addition to kintch, is the process of creating meaning or meaning from the text.<sup>12</sup> Another opinion was also conveyed by Janette who defines reading comprehension as a process to create or create meaning with coordination or a more complex arrangement including word reading, word and word knowledge, and fluency.<sup>13</sup> In the reading comprehension process, of course, students need reading skills as well as reading fluency, vocabulary, and text in accordance with background knowledge.

Meanwhile, Haris and Sipay concluded that reading comprehension is an activity that creates an interaction between knowledge of language, cognitive skills, reading skills of readers, and experience.

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<sup>11</sup>Lestari, *TRR "Implementing SQ3R Strategy to Improve the Students Reading Comprehension."* Unpublished Thesis. Malang: State University of Malang. P. 17. 2011

<sup>12</sup> Rudi Hartanto. "Improving Students' Reading Comprehension by Using Preview Question Read Summarize and Test (Pqrst) Strategy at The Eighth Graders of Junior High School 2 Sekampung East Lampung" *State Institute for Islamic Studies of Metro*.8.2020

<sup>13</sup> Janette K. Klinger, *Teaching Reading Comprehension to Students with Learning Difficulties. United States of America: The Guilford Press*.p.2. 2007



Reading comprehension is a reading activity that is carried out in a different way, which involves thoroughness and caution. So that this reading activity is carried out not too fast, this is intended so that the reader understands the entire reading text to the smallest part. Usually reading comprehension activities are done by reading silently.

In learning English, both students and teachers often experience obstacles or difficulties. In the process of reading comprehension, some students consider learning. Learning is difficult so there is no motivation to be active during learning. The difficulty experienced is when students are asked by the teacher to read an English text and then understand the contents of the reading. the level of reading comprehension ability of students is still very low. This can be seen from the results of the practice questions are given after students finish reading. Meanwhile, the difficulty for the teacher is that the teacher is not able to foster student interest in reading because of the limitations of the teacher's creativity in implementing appropriate learning strategies for students.<sup>14</sup>

c. Types of reading

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<sup>14</sup> Rudi Hartanto "Improving *Students` Reading Comprehension by Using Preview Question Read Summarize and Test (Pqrst) Strategy at The Eighth Graders of Junior High School 2 Sekampung East Lampung*" 2020. State institute for Islamic studies of metro.

According to Nicolson and Pearson, they are divided into four categories, namely, literal reading comprehension, critical reading comprehension, interpretation reading comprehension, and creative reading comprehension.<sup>15</sup>

#### 1) Literal reading

The literal reading comprehension category is the first category, this category is not included in thinking skills. In its use, the teacher does not need special assistance for it. A category is a skill that immediately gets the main meaning of words, ideas, and sentences. In Literal reading comprehension activities, the reader does not have to understand the meaning of the reading deeply. For example, “what did the beautiful girl want to go.?” In answering these questions, the reader does not need to think long because the answer is already in the reading. this is the simplest thing in the activity of looking for information in the text because the information has been stated directly in the reading text. By providing question assessment, the teacher will know how well students are in identifying and understanding the information contained in the reading text.

#### 2) Interpretative reading

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<sup>15</sup> Rudi Hartantom “Improving Students’ Reading Comprehension by Using Preview Question Read Summarize and Test (Pqrst) Strategy at The Eighth Graders Of Junior High School 2 Sekampung East Lampung” *State Institute For Islamic Studies Of Metro.hal* 12.2020.

The next category of reading comprehension is interpretative reading comprehension. Interpretative is one of the most important categories in thinking skills. Categories that should be emphasized more in reading activities. The interpretative category can also cover or cover all thinking skills. It can be concluded that interpretation is used to give deeper meaning to the reading than literal comprehension.

### 3) Critical reading

Another category is critical reading comprehension. Critical reading is one of the most needed things at this time. According to Smith, critical reading includes reading comprehension and interpretation which have been described previously. But critical reading is an activity that is deeper than the two previous categories in terms of evaluating reading, assessing, accuracy, and accuracy in what is read.

### 4) creative reading

The last category is creative reading comprehension or what is often referred to as creative reading. And another name for creative reading is conclusion. Creative reading is created from literal comprehension, interpretation or critical reading itself. But different from one of the two previous categories. Creative reading is higher than that starting from the questions that arise in the reader's mind.

From the four reading categories above, researchers focus on literal reading which will support the research process on the effectiveness of the PQRS Strategy in online shopping to improve student reading comprehension.

#### d. Literal Reading

According to Brassel and Rasinki (2008:17) literal comprehension requires a reader to be able retelling and recalling the fact or information presented in a text. At this level, the teacher can ask students to find out informatio and ideas that are explicitly stated in the text. Literal reading comprehension involves the idea and fact that directly stated in printed pages. It means students can get information directly from text such as identifying mainidea, supporting details, categorizing, outlining and summarizing. The reader is trying to better understand what is actually happening within the text.<sup>16</sup>

literals demonstrate the ability to gain low-level understanding by using only explicitly stated information. In this type of literal understanding, the reader is only directed to the answer to a literal question that requires the student to remember what is stated explicitly.

Literal comprehension involves what the author is actually saying. The reader needs to comprehend ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and

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<sup>16</sup> Andi Nnaiwarsih, Andriani. The student ability in literal reading comorehension. Journal of foreign languagr and educational research. 2018. P. 2

recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns<sup>17</sup>

According to Nurhadi suggests that the literal reading ability is the ability of readers to recognize and capture the reading material listed explicitly (explicit). That is, the reader only captures the information that is printed literally (visibly) in the reading. The information is in the Reading lines. The reader does not catch the deeper meaning anymore.

From some of these theories, researchers conclude that literal reading comprehension is an understanding obtained from reading what is directly written in the text or at the surface level as a step to improve the ability of more difficult understanding.

#### 1. Types of literal reading

There are several parts of literal reading including :

##### 1) Main idea

Main idea means the general point.<sup>18</sup> Main idea is the point that a writer is trying to make about the topic. The main idea also is the gist, ot the big picture. Main idea is general idea that a writer tries to show

<sup>17</sup> <https://owlcation.com/academia/Literal-Inferential-and-Critical-Comprehensive-Reading>

<sup>18</sup> Rob Franek, AP English literature composition, penguin random house LLC, united stated, 2021.P.71.

in their work. It is a sentence summary of what the writer is trying to convey.

Main ideas are often inaccurately referred to as the theme of a story. Themes do not give specific details from a text but show a message that the writer is trying to give in their work. There are also multiple themes in a piece of literature, while there is only one main idea.

## 2) Supporting idea

In general, the supporting ideas that bolster the same main idea are grouped into one paragraph. However, if the paper can gain clarity by dividing a long paragraph into several shorter paragraphs, it is advised to do so (but a paragraph cannot be made of a single sentence). Transition words must be carefully selected in order to indicate the appropriate relationship between each paragraph.

The supporting ideas are the more focused arguments that bolster the main ideas: They have a clear and direct connection with the main ideas, They are backed-up by evidence or illustrated by examples.

## 3) Summarizing idea

Summarizing is a strategy necessary for understanding both the literal and the implied meaning of text. Summarizing is identified as one of the four powerful strategies because as students learn how to closely analyze text for important information, their reading comprehension

improves and they better understand what it takes to organize their writing.

In this study, researchers will use reading learning materials to improve students' reading comprehension. Reading also has several types, such as narrative text, descriptive text, procedure text, etc. On this occasion the researchers chose to use narrative text: legends as the text used as material to improve students' reading comprehension.

## 2. Narrative teks legends

Levison defines narrative text as a type of text that tells a story of the past or that has happened in the past. In other words, narrative texts assimilate information and retell it. Thus, a narrative is a type of writing to report events that have occurred in the past. In English, the narrative text is almost the same as the recount text. The difference is that the recount text does not have the element of conflict that is present in the narrative. Recount text only tells a story based on the order in which events occur without any conflict in the story.<sup>19</sup>

One type of narrative text is narrative text: legends. That is a text that contains fantasy, fairy tales or true stories that have been exaggerated. Usually the narrative text of this legend contains moral values that can be learned at the end of the story.

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<sup>19</sup> Levison, Catherine. (2009). Narration. Diakses tanggal 3 februari 2010 dari (<http://www.surveyonline.com/lycos.as px>).

Researchers use narrative text legend in the research process to improve students' reading comprehension, researchers chose narrative text legend to be applied in Class X Man pinrang because in their syllabus there is learning Narrative text Legends, so it supports the smooth research and learning process of students.

e. Improve Reading Comprehension

some things that are needed to improve reading comprehension such as motivation, concentration, frame of mind to get an idea, and also good learning techniques.<sup>20</sup> Among them:

- 1) Develop a broad background
- 2) Know the structure of the paragraph
- 3) Anticipate and predict
- 4) Create motivation and interest
- 5) Pay attention to supporting cues
- 6) Highlight, summarize, and review
- 7) Build a good vocabulary
- 8) Monitor effectiveness

Reading comprehension has aspects that must be developed as mentioned above in the process of improving reading comprehension researchers must

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<sup>20</sup> Aswan. "Improving Students' Reading Comprehension through Transactional Strategies Instruction (TSI)". State Islamic College (STAIN) Parepare. P.6. 2016



certainly pay attention to these aspects to achieve the goals of learning reading comprehension.

f. Aspect Of Reading Comprehension

According to Nuttall, there are five aspects that students must master to understand the reading in detail.<sup>21</sup> As follows:

1. Identifying the main idea

Identifying ideas is one of the skills that a student must have in reading comprehension and finding the main point in reading. The main idea is very important for readers to know because with the main idea the reader will know the meaning or purpose of the reading. without knowing the main idea, the reader will not know the meaning or purpose of the reading conveyed in the reading.

2. Identifying information details

Identifying details are facts as well as ideas that explain and develop the topic of discussion of the main idea. Information details help the reader to find out more in the information in the reading. supporting details can also provide answers that they will answer.

3. Understanding vocabulary

Communication is said to be successful or not depending on the accuracy of understanding vocabulary. That means understanding the

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<sup>21</sup> Seri Sartika. "e Use Of Pqrst (Preview, Question, Read, Summarize, And Test) Strategy In Teaching Reading Comprehension At SMA N 2 Kepahiang". Institute College For Islamic Studies (IAIN) Curup 2018.

meaning of words is important in vocabulary. When vocabulary mastery increases, reading comprehension will be deeper. Understanding vocabulary means understanding the meaning of words and their benefits. It will have a great influence on reading comprehension and also on the development of knowledge.

An indication of the success of students' understanding can be seen through the students' reading activities themselves. When students are able to practice comprehension, increase their interest in the text and also create their reading goals, with the learning style or strategy they choose, then it is declared successful, because they read for their understanding and also their enjoyment. actively involved in the reading process.<sup>22</sup>

New brain areas need stimulation and long enough exercise to remember complete words to understand complete words or sentences in reading, both in text form. In this activity, of course, the teacher's role is still needed to guide students in understanding the contents of the reading text.<sup>23</sup>

## 2. PQRST Strategy

### a. The PQRST

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<sup>22</sup> Andi Al-Amirah An-Nabilah, "The Implementation of Know-Want to Know Learned (KWL) Strategy Towards Students' Reading Comprehension at The Third Semester of English Program IAIN Parepare", (IAIN Parepare: As partial fulfilment of the requirements for the degree of bachelor of Education 2020), p. 18

<sup>23</sup> Judy willis, *teaching the brain to read: strategies for improving fluency, vocabulary, and comprehension*, p. 128

Method consists of five steps, namely preview, question, read, summarize, and test. This method is widely used in language lessons. In its development, this method is also used in learning other subjects. This is in line with the development that students' reading comprehension skills are not only the responsibility of the language teacher. The PQRST method is one method that is proven to improve student achievement test results because it is an effective way to analyse and study material that is considered very difficult for students according to Vázquez and Ivarez-Vaquero as quoted by Harli Trisdiono. The PQRST method is a development of the survey, read, recite, and review (SQ3R) strategy developed by Francis Robinson in 1941. The systematic application of the PQRST method can improve students' understanding and assimilation of teaching materials. In the application of this method, the teacher has full responsibility in the preview and read steps. In the question, state, and test steps, the interaction between teachers and students is getting more intense, and students are actively processing.<sup>24</sup>

The PQRST strategy has three basic principles that can develop reading comprehension that are organizing the material, elaborating the material, and practicing retrieval.<sup>25</sup>

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<sup>24</sup> Harli Trisdiono, "PQRST: Effective Reading Method" Widya Swara Madya LPMP DI Yogyakarta. 2018

<sup>25</sup> Rudi Hartanto, "Improving Students' Reading Comprehension by Using Preview Question Read Summarize and Test (Pqrst) Strategy at The Eighth Graders Of Junior High School 2 Sekampung East Lampung" state institute for Islamic studies of metro. 2020. Hal 22.

Basen on explanation above the researcher chose the PQRST Strategy to be used in the study to develop students ' reading comprehension. PQRST Strategy is one strategy that is still rarely used in the process of learning English in schools. PQRST Strategy not only develops students 'reading comprehension but in the process of using PQRST Strategy students' ability in skimming and scanning readings will increase.

b. PQRST steps

There are several steps to implementing the PQRST strategy:<sup>26</sup>

1) Preview

The preview step as the first step in the PQRST model is carried out to generally review the text or book read. If you succeed in doing this step, you will get an overview of the content of the writing in general.

2) Question

Step Question The question step is the second step in the PQRST model. The question step as a follow-up to the preview step is carried out to ensure the big picture that has been obtained from the preview step. If the steps of making questions can be done in a correct manner, then the process of understanding the text can be carried out well.<sup>27</sup>

3) Read

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<sup>26</sup> poole, G. *The Complete Book of Questions*. 2003 (Grand Rapids: Willow Creek Association 2003)

<sup>27</sup> poole, G. *The Complete Book of Questions*. 2003 (Grand Rapids: Willow Creek Association 2003)

Read or read as the third step is done to answer the questions made. Reading is a thought process, so that during reading, if necessary, stop for a moment to precipitate or think about what is read, so that the initial thoughts that arise through the questions made can be ascertained from the information obtained through reading the text. During reading the process of connecting the new information obtained with the knowledge or experience already possessed, so that there is a synthesis or evaluation of the knowledge possessed to become new knowledge.

#### 4) Summary

The fourth step is the state or Summary, as a comprehensive step towards the whole step, which helps in ensuring the new information obtained settles to become the new knowledge needed. This step is also the step of selecting and sorting information so that it can be distinguished between needed information and less needed information. The state step is sometimes called the summary step.

#### 5) Test

The last step is a test. The test step is carried out to ensure that the text is well understood. The test can be done by answering questions that have been made or by answering test questions by the teacher. The type of test carried out depends on the purpose of the test at that time. The main consideration for the test following the taxonomy of learning objectives is to facilitate students' higher order thinking. If possible, the three domains

of learning objectives, namely attitudes, knowledge, and skills, are measured for achievement through the test.

PQRST Strategy has very organized steps, which makes students in the process of applying it will repeat the reading more often with steps such as preview, question, read, summarize, and test. Repetition of reading in the learning process using PQRST will help students not only be able to find answers to the tasks given, but this will help students to understand reading more deeply.

c. Advantage and disadvantages of PQRST Strategy

There are several advantages of using the PQRST Strategy, including:<sup>28)</sup>

- 1) PQRST strategy has basically been studied by many researchers and so far it has been proven that this strategy can improve students' Reading Comprehension.
- 2) The PQRST strategy makes students have better plans to create a more effective reading process.
- 3) The PQRST strategy has a complex series of steps so that this strategy is very effective for students. because basically. This method will make the reader read the text repeatedly, so that by using this method the reader will learn more and get more information from the reading.

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<sup>28</sup> Alfi Hidayatu Miqawati, & Gunadi Harry Sulisty, "The Pqrst Strategy, Reading Comprehension, and Learning Styles" in *Indonesian Journal of Applied Linguistic*, East Java: University of Bondowoso & State University of Malang, Vol. 4 No.2014, P. 126.2014.

4) The PQRST can help students improve their reading comprehension.<sup>29</sup>

PQRST strategy helps students to organize reading steps correctly. And also students will find it easier to analyse reading because they have done preview activities before reading.

5) Other benefits Question. The one stage will help students find information more easily, because students have prepared the questions they want to know in the text.<sup>30</sup> so that students will be more motivated to read.

There are several disadvantages of the PQRST strategy, namely:<sup>31</sup>

- 1) The implementation of the PQRST Strategy takes a long time, because it has several stages that students must do in the learning process.
- 2) This PQRST strategy will face other obstacles due to the different abilities of students in the class. For example, a student who has a weakness in summarizing the text because he has difficulty in identifying the important points in the text. So that only students who have the ability can quickly complete the steps that are applied.

Based on the explanation above, it can be seen that the use of this pqrst strategy in offline learning has many benefits so that researchers are

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<sup>29</sup> Seri Sartika, "The Use of PQRST (Preview, Question, Read, Summarize, And Test) Strategy In Teaching Reading Comprehension At SMA N 2 Kepahiang", *Institute College For Islamic Studies (Iain) Curup*.2018

<sup>30</sup> Malia, "Using PQRST Strategy to Improve Students' Reading Comprehension of Hortatory Exposition", *Journal English Language Teaching (ELT)*, P. 29.2015

<sup>31</sup> Nikhmatul Khoiriah, "The Implementation of P-Q-R-S-T Strategy Toward Students Reading Comprehension Ability", *University of Lampung*. P.24.2017

interested in conducting research using this PQRST strategy in online learning.

### 3. Online English Learning

#### a. Online Learning

learning or also called E-learning is a learning that is supported by the use of digital tools and content. Online learning involves several forms of interactivity including online interactions between educators and students. This learning is accessed through the internet network, and E-learning is more called learning through the internet or network.<sup>32</sup>

Online learning is a learning activity carried out using online/distance learning through parental guidance. Online learning is the use of the internet network in the learning process. With this learning, students have the flexibility of learning time, and can study anytime and anywhere. Students can interact with teachers using several applications such as classroom, video conference, telephone or live chat, zoom or via WhatsApp group.<sup>33</sup>

According to Michael, online learning is learning that is structured with the aim of using an electronic or computer system so that it can support the learning process. This learning is an educational innovation to answer the

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<sup>32</sup> Khoirunnisa, "Online Learning During the Covid19 Pandemic As A Learning Strategy And Learning Outcomes For Class III B Mi Al-Ittihaad Citrosono Students, Grabag District, Magelang Regency, 2019/2020 Academic Year". IAIN Salatiga.P.8

<sup>33</sup> Purwanto, A., Pramono, R., Asbari, M., Santoso, PB, Wijayanti, LM, Hyun, CC, & Putri, RS. Exploratory Study on the Impact of the COVID-19 Pandemic on Online Learning Processes. Journal of Education, Psychology, and Counseling, vol 2,P.12. 2020



challenges of the COVID-19 pandemic. The literature on e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and the characteristics of students.<sup>34</sup>

Online is a form of distance learning or training that utilizes technology and information, such as the internet, video, teleconference, directly and indirectly. All of these electronic media aim to help students better understand the subject matter. So online is learning by using the help of electronic devices directly. Online activities are included in the individual learning model. Online learning has great potential because students and teachers can access material widely from various sources. One of the explanations from JPSE, Student Perceptions of Online Learning Services in a Pandemic Period. Online learning, namely the delivery of material or direct learning through an electronic media such as the Internet, satellite broadcast, audio or video tape, interactive television, and computer based training.<sup>35</sup>

According to Ashari, online learning is learning by applying the online assignment method for students through WhatsApp groups which is considered effective in emergency conditions such as during the COVID-19 pandemic as it is today. Many teachers implement various kinds of learning at home, from learning differences, the basis is still online learning. Some use the concept of

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<sup>34</sup> Dwi Jatmoko, Mahfudz Faizun." Persepsi Mahasiswa Terhadap Pelayanan Pembelajaran Online Di Masa Pandemi Covid-19" *Jurnal Pendidikan Surya Edukasi (JPSE)*, Vol 5, No 2, 2019.

<sup>35</sup> Dwi Jatmoko, Mahfudz Faizun." Persepsi Mahasiswa Terhadap Pelayanan Pembelajaran Online Di Masa Pandemi Covid-19" *Jurnal Pendidikan Surya Edukasi (JPSE)*, Vol 5, No 2, 2019.

online lectures, some continue to teach in class as usual but are videotaped and then sent to the student's WhatsApp application, some are taking advantage of free content from various sources.

Steps for Online Learning in the midst of the Covid-19 Pandemic by:

2. Preparing online applications
  3. Preparing materials
  4. teacher explains the learning materials to be taught
  5. Students understand the explanation from the teacher
  6. The teacher gives questions or assignments
  7. Students answer assignments from the teacher
- b. advantages of applying *online* learning

Some of the benefits of online learning include.<sup>36</sup>

1) Place flexibility

Through online learning, learning can be done anywhere without being limited by space. The implementation of learning can be carried out even though it does not use a certain location or room. Access to learning can be done as long as there is internet access.

2) Learning time flexibility

online can not only be done anywhere, but also can be done anytime. The advantage of online learning compared to face-to-face learning

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<sup>36</sup> Misran, Ulfa Ichwan Yunus. "Persepsi Mahasiswa Terhadap Pembelajaran Online Selama Pandemi Covid-19" *Journal of Islamic Education Management*. hal.132. Vol.5.No.2.2020.

is that learning can be accessed via the internet so that access can be done anytime. Internet access that is open and provides information-rich services so that it can be easily accessed by anyone, anywhere and anytime.

### 3) Self-study

Ease of access to the internet which is supported by the development of technologies such as smartphones and laptops allow anyone to learn independently. Lecturers do not have to engage fully in the learning process, but can act as a facilitator. Lecturer simply provide an outline of teaching and learning resources that can be accessed by students so that the students can access the learning materials. In addition, students can also be easier to review learning materials anytime and anywhere. Students are more active in the learning process by accessing material from various sources. It also can set a schedule to learn more freely so that the learning can be flexible.

### 4) Improve the ability to operate technology

Proficiency in operating technology does not have to be learned in theory but can be done by self-taught. The more often you use food technology, the more proficient students will be in Perception of Online Learning During the Covid-19 Pandemic | The use of technology in online learning is an activity that must be carried out by both students and lecturers. With the implementation of online learning, students are also increasingly using technology which has an impact on increasing student

proficiency in using technology. Students are forced to study independently to learn to operate applications that they have never used before.

#### 5) Easy access to communication

In face-to-face learning, communication that exists between students and lecturers or between students and students occurs more often when in the classroom. However, in the implementation of online learning, students can communicate either with lecturers or with fellow students whenever and wherever. Students also have more confidence in communicating with lecturers and are more open to ask questions because they are not embarrassed. In contrast to face-to-face meetings, students are more reluctant to ask questions so they are more silent during the learning process. However, with the implementation of online learning, students are more confident to ask questions and provide comments in the discussion process

The use of pqrst strategy in learning in the previous penetration has very good results. In previous research, this PQRST strategy was used in offline or face-to-face learning. Improved reading comprehension skills of students in offline learning, making researchers interested in using in online learning.

#### 4. The PQRST strategy In Online English Learning

In teaching reading comprehension, one important thing is the technique or teaching strategy. The use of the PQRST strategy is expected to make the

learning process easier and students are also expected to understand the material or reading given. Basically, there are five steps in the PQRSST strategy (Preview, Question, Read, Summarize, and Test). The use of the PQRSST strategy is used step by step after students are given reading as teaching material. Each part of the process of implementing the PQRSST strategy certainly has different benefits.

The PQRSST steps include:

a. Preview Step

- 1) Reading the title of the book, try to do your own understanding of the contents of the book from the title.
- 2) Read the table of contents. Understand how books are written in their writing style. Read each chapter and sub-chapter to understand the general content.
- 3) Read the introduction and/or the like. The introduction section usually provides a brief explanation of the book's content and book organization
- 4) See the end/back of the book. Are there any attachments to the book, understand the existing attachments and identify their types, for example regular attachments, glossaries, references or bibliography, and/or indexes.

b. Step Question

- 1) Read the chapter in detail.
- 2) Make predictions using questions in headings.
- 3) Use question words: who; what; when; why; and how. Create questions that can lead to higher order thinking skills.

- 4) Write the questions made in the margins that make it easy to use in understanding the content of the reading.

c. Step Read

- 1) Answer the questions created.
- 2) Mark as emphasis on important parts such as coloured or underlined words or phrases.
- 3) Reread the part that is considered difficult.
- 4) Break into several parts if needed.

d. Step Summarize

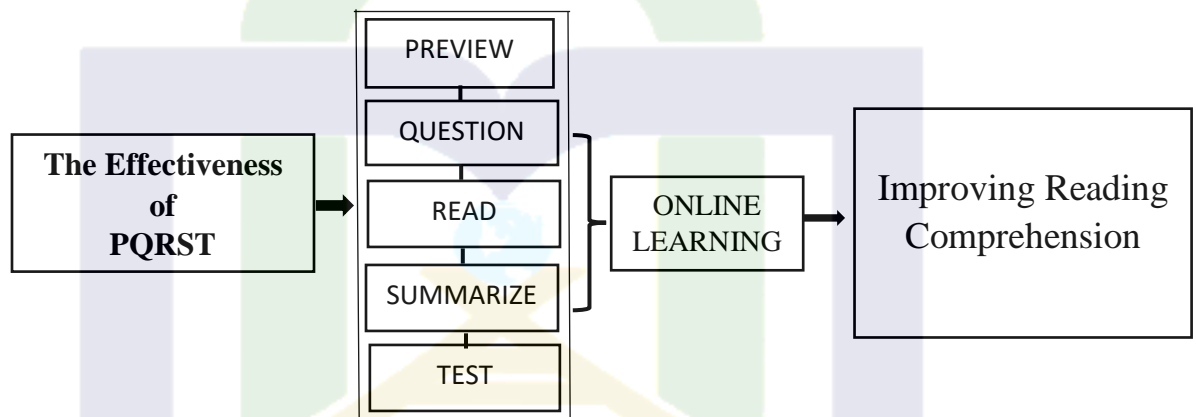
- 1) Find and tag key ideas
- 2) Summarize and note the important points in each section
- 3) Write down the important points found
- 4) When needed create a mind map to make it easier to see the relationship between concepts.

e. Test

- 1) Reread the questions that have been made and answer them to ensure the level of understanding achieved.
- 2) When taking a formal test by a teacher, create a test question that accommodates high -level thinking.
- 3) Students take a test from the teacher.
- 4) Provide feedback on test results so that the expected competencies can be achieved.

### C. CONCEPTUAL FRAMEWORK

There are many strategies which could be presented in teaching to make students to get improve and success in learning English. Especially in reading comprehension, the using of PQRST strategy is hoped can improve the students' interest and achievement



### D. HYPOTHESES

Hypotheses are temporary statements or provisional whose truth is still weak or not necessarily true so it must be proven empirically by conducting research.

In this research, the researcher formulated the hypothesis as follow:

#### 1. Alternative Hypothesis (Ha)<sub>1</sub>

there is significant effect of PQRST Strategy in online English learning of Experimental and control class at MAN Pinrang

## 2. Null Hypothesis (H<sub>0</sub>)<sub>1</sub>

there is no significant effect of PQRST Strategy in online English learning of Experimental and control class at MAN Pinrang

there is significant effect of PQRST Strategy in online English learning of Experimental and control class.

Alternative Hypothesis (H<sub>o</sub>) : there is no significant effect of PQRST Strategy in online English learning of Experimental and control class.





## CHAPTER III

### METHODOLOGY OF THE RESEARCH

In this part, the researcher described about the research designed, location and duration, population and sample, technique of collecting data and technique data analysis.

#### A. Research Design

In this research, the method applies a quasi-experimental method with one group pre-test design, this is presented as follow:<sup>37</sup>

Experimental Class	O <sub>1</sub>	X <sub>1</sub> , X <sub>2</sub> ,.....	O <sub>2</sub>
Control Class	O <sub>2</sub>	.....	O <sub>2</sub>

Where:

E: Experimental Class

C: The control Class

O<sub>1</sub>: Pre-test

X<sub>1</sub>: Treatment

O<sub>2</sub>: Post test

<sup>37</sup> Suharsimi Arikunto, *Pendidikan Basics of Educational Evaluation* /(revised edition) (Jakarta: PT. Bumi Aksara, 2005

## **B. Location and Duration of Research**

The location of this research takes a MAN Pinrang. This research focus on the second grade student of MAN Pinrang in academic 2021/2022. The location of MAN Pinrang in Jl. Bulu Pakoro, Pinrang.

The duration of the research eight meetings that will use more than one month for collecting the data. First, the research will conduct observations to see the learning process in the classroom. Second, the researcher applies the PQRST Strategy. And the third researcher gave them a test to measure students' understanding of the given reading.

## **C. Research Variables and Operational Definitions**

### **1. Variables**

variables in this research consist two. the first variable is independent variable (X) and the second variable is dependent variable (Y).

- a. Independent variable is the pqrst strategy which is used as a teaching strategy in the classroom
- b. Dependent variable is a student's reading comprehension of MAN Pinrang

### **2. Operational definition of Research Variable**

In this discussion, the researcher will explain explaining the operational definition variables that have been written above on the research variables.

- a. PQRST (Preview, question, read, summarize, and test) is a strategy that teachers can use in teaching English to develop students' reading comprehension.
- b. The use of the right strategy in learning English can improve good results in the form of skills and reading comprehension of students at MAN Pinrang

#### D. Population And Sample

##### a. Population

The population of this research is the students of MAN Pinrang academic year 2021/2022, there are eight classes of MIPA in Madrasah Aliyah Negeri (MAN) Pinrang.

Class	Female	Male	Total
X MIPA 1	22	13	35
X MIPA 2	20	15	35
X MIPA 3	19	15	34
X MIPA 4	21	13	32
X MIPA 5	22	12	34
X MIPA 6	21	14	32
X SOSIAL 1	17	21	38
X SOSIAL 2	20	15	35
X AGAMA (MAN)	6	19	19
<b>TOTAL</b>	<b>168</b>	<b>131</b>	<b>299</b>

### Table. 3.1 Population Of The Research

(Source : Administration of MAN Pinrang)

#### b. Sample

The researcher applies random sampling technique. The researcher takes two class from (X IPA). The sample is X MIPA VI as experimental class and X MIPA IV as control class the total number of samples is 65.

**Table 3.2 sample of the research**

No.	Group	Classes	Total
1.	The Experimental Group	X MIPA VI	32
2.	The Control Class	X MIPA IV	32
	<b>Total</b>	-	<b>67</b>

#### E. Technique collecting data

One of the factors in achieving the success of a research lies in the selection of research methods or approaches, as well as information that has been collected by researchers as determinants of research results. This study uses a variety of data collection techniques, among others:

##### a. Pre-test

Pre-test given prior to treatment. The researcher start the activity by introducing themselves, then explaining to the students what they would do. The

researcher gave readings as an assessment sheet for the pre-test activities. And carry out activities according to the instructions given.

b. Post-test

After giving treatment, the researcher will give a test as a measure of the success of implementing the PQRST strategy.

**F. Treatment**

Treatment will be given after the pre-test activity. Researchers used eight meetings in using PQRST. Researchers will provide treatment in several steps as follows:

- a. The first meeting, the researcher greeted and introduced himself as the first step in the learning process, after that the researcher motivated the students on the importance of learning, especially English. At this first meeting, the researcher gave a pre-test about "Nyi Roro Kidul" to students to see and measure students ability to understand the reading.
- b. The second meeting up to the seventh meeting, the researchers explained the method that would be used in learning and then provided material to students on the same reading topic by applying the PQRST (preview, question, read, and summarize) strategy.
- c. The last meeting, the researcher gave a final test or post-test in the form of a descriptive text that the researcher used in research activities to determine students' understanding of the use of the PQRST (preview, question, read, and summarize) strategy.

### G. Instrument Of the Research

The instrument in this research is the reading test. This study will be giving to students to assess students' abilities, researchers choose multiple choice and true false with a total of 20 items. There are two tests given to students, namely pre-test and post-test. The pre-test will be giving before the treatment and the post-test will be giving after the post-test to measure whether the PQRST strategy have an effect on improving students' reading comprehension.

### H. Technique of data analysis

After collecting data, the writer analyzed and finally concludes. Analysis which often using in comparison analysis is “t test”, in this research the researcher takes technique of comparison be variant because has two variables, and used t-test for analyze the data. Before analyze the data the researcher do quantification of the data from the result of the test is qualified. The researcher used step as follow:

**Table. 3.3 The Result Of Post Test**

Name	Class	Variable
Experimental	X MIPA 4	X <sub>1</sub> ,
Control	X MIPA 6	X <sub>2</sub>

- a. Classification of student score

No.	Classification	Score
2.	Very Good	80 - 100
3.	Good	66 - 79
4.	Fair	61 - 65
5.	Poor	40 - 55
6.	Very Poor	$\leq 39$

- b. Calculate student score in table, by the formula:

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

- c. Calculate the mean score of Pre-test and Post-test

$$X = \frac{\sum x}{N}$$

Where:

X = Mean Score

$\sum x$  = Total of raw Score

N = Number of Student<sup>38</sup>

- d. Calculating the rate percentage of the student's score by using the following formula:

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<sup>38</sup> Arikunto. Suharsimi, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2013

$$X = \frac{F}{N} \times 100\%$$

Where :

P = Percentage

F = Frequency

N = Total of the number of samples.<sup>39</sup>

- e. The researcher would determine the standard derivation, the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{N}} \quad \text{where} \quad SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = the standard derivation

SS = the square root of the sum of squares

$\sum X$  = the sum of square

N = the total number of students<sup>40</sup>

- f. Calculate the result from average and square deviation of Pre-test and Post-test, with formula:

$$x_1 = \frac{\sum x_1}{N_1}$$

- g. Analyzing the result by calculation of the T-test as follow:

<sup>39</sup> Anas sudijon, *pengantar statistic pendidikan (Jakarta: Raja Perdana, 2006)*, p. 43.

<sup>40</sup> Gay M.A, *Educational Research Competencies for Analysis and Applications*, (United States of America: Perason Merril,2006), p.321.



$$t_{hitung} = \frac{(x_1 - x_2) - (Mx - My)}{\sqrt{\frac{SSx_1 + SSx_2}{(nx_1 - 1) + (nx_2 - 1)} \left( \frac{1}{nx_1} + \frac{1}{nx_2} \right)}}$$

Where:

$X_1$  : Avarage score of experimen

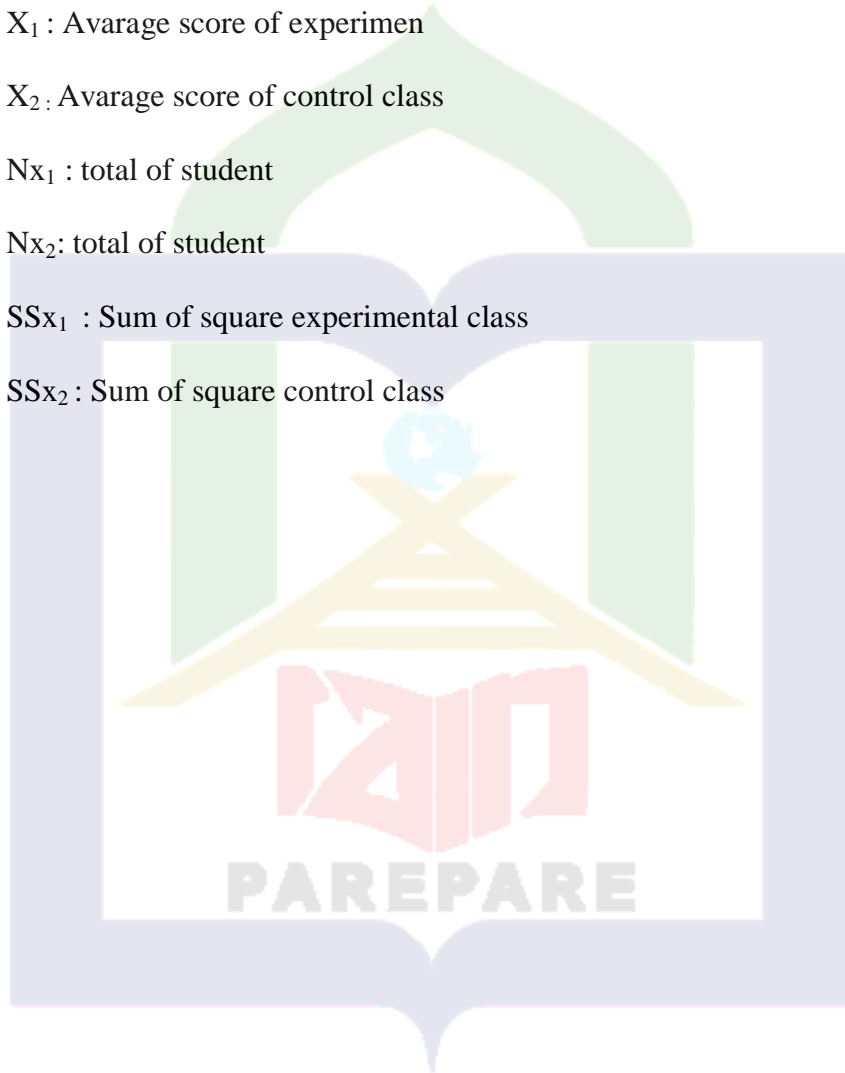
$X_2$  : Avarage score of control class

$N_{x_1}$  : total of student

$N_{x_2}$ : total of student

$SS_{x_1}$  : Sum of square experimental class

$SS_{x_2}$  : Sum of square control class



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists of two sections, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through the reading test. The discussion part deals with the explanation of the findings.

#### **A. Findings**

The researcher described the data gotten from the students of Madrasah Aliyah Negeri Pinrang and the population of this research is 299 students from Ten grade students of MAN Pinrang 2022/2023 academic years. In this research, she took 64 students as the sample. The researcher divided them into two groups, 32 students as an experimental class from X MIPA 4 and 32 students as a control class from X MIPA 6 Each of the tests, pre-test and post-test consists of 10 multiple choices and 10 True/False.

1. The student reading comprehension in used PQRST (preview, question, read, summarize, and test) Strategy.
  - a. The students' reading score by using PQRST Strategy of the control class and experimental class.

The learning result of pre-test and post-test in control class and experimental class:

Table 4.1 the student score in pre-test and post-test of control class and experiment

NO	Category	EXPERIMENTAL				CONTROL			
		Pre-test		Post-test		Pre-test		Post-test	
		score	Classifi- cation	Score	Classifi- cation	score	Classifi- cation	Score	Classifi- cation
1.	Max	65	Fair	85	very good	70	Good	80	Very Good
2.	Min	40	poor	60	Fair	40	Poor	45	Poor
3.	Mean	49,68	-	72	-	50,30	-	61,66	-
4.	Standar Deviation	1,60	-	2,32	-	1,84	-	2,07	-

class

The table above shows the score from the experiment class and control class. The result of pre-test in the experiment class got a higher score was 65 and the minimum score was 40. in the post-test the higher score was 85 and the minimum score was 60. the mean score of the pre-test was 49,68. The mean score of the post-test was 72. The table also shows the score of standard deviation. The standard deviation of the pre-test was 1,60 and the score of the standard deviation of post-test was 2,32. According to the data above the score of the post-test is better than the score of the pre-test. It could be seen that after using PQRST (Preview, Question, Read, Summarize, and Test) strategy, there was improving students' reading comprehension were in a very good category.

The result from the control class The result of pre-test got a higher score was 65 and the minimum score was 40. In post-test, the higher score was 85 and the minimum score was 60. the mean score of pre test was 49,68. The mean score of post-test was 72. The table also shows the score of standard deviation. The standard deviation for pre-test was 1,60 and the score of the standard deviation of post test was 2,32.

- The percentage of students' reading scores in the experiment class and control class.

Table 4.2 frequency and percentage score in control class and experiment class

No	Classification	Score	CONTROL				EXPERIMENTAL			
			Frequency		percentage		Frequency		percentage	
			pre-test	Post-Test	pre-test	Post-Test	pre-test	Post-Test	pre-test	post-test
1.	Very Good	80-100	0	2	0%	6%	0	10	0%	31%
2.	Good	66-79	11	22	34%	69%	6	23	19%	69%
3.	Fair	61-65	0	0	0%	0%	0	0	0%	0%
4.	Poor	40-55	16	8	50%	25%	27	0	81%	0%
5.	Very Poor	≤ 39	5	0	16%	0%	0	0	0%	0%
Total			32	32	100%	100%	32	32	100%	100%

(data source: frequency and percentage score in control class and experiment class)

Based on the explanation above it showed the rate percentage from control class and experiment class after giving the treatment PQRST (preview, question,

read, summarize, and test) Strategy about the comparison of post-test and pre-test score.

The data in the table above is the score of the control class. The data of the pre-test 11 (34%) students got good classification, 16 (50%) students got poor classification, and 5 (16%) students got very poor classification. While the rate percentage of the post-test, 2 (6%) students got very good classification, 22 (69%) got good classification, 8 (25%) students got poor classification.

The data in the table showed the rate percentage of the experiment class. The rating percentage of the pre-test 6 (19%) students got good classification, 27 (81%) students got poor classification. While the rate percentage of the post-test 10 (31%) students got very good classification, 23 (69%) students got good classification. It showed that the student was able to improve students' reading comprehension after treatment that using PQRST (preview, question, read, summarize, and test) Strategy.

### 3. The Effectiveness Of Pqrst (Preview, Question, Reading, Summarize, AndTest) Strategy In Online English Learning To Improve Students' Reading Comprehension at Man Pinrang

#### 1. T-test Value

After getting the data from pre-test and post-test scores of two classes, then the researcher analyzed it by using t-test, the result calculation of post-test at the experiment class and control class would be described in the following table.

variable	T-test	T-table value
Pre-test and post-test	6,007	1,670

Calculate them based on T-test Formula:

1. Calculated the average of experimental and control classes:

$$\text{Experiment : } X_1 = \frac{\Sigma X_1}{N_1} = \frac{2304}{32} = 72,00$$

$$\text{Control : } X_2 = \frac{\Sigma X_2}{N_2} = \frac{2035}{32} = 63,59$$

2. Sum of square experiment and control class

$$\text{Experiment : } SS_{X_1} = \Sigma X_1^2 - \left(\frac{\Sigma X_1}{n_{X_1}}\right)^2 \quad \text{control: } SS_{X_2} = \Sigma X_2^2 - \left(\frac{\Sigma X_2}{n_{X_2}}\right)^2$$

$$SS_{X_1} = 167726 - \left(\frac{2304}{32}\right)^2$$

$$SS_{X_2} = 136200 - \left(\frac{2035}{32}\right)^2$$

$$SS_{X_1} = 167726 - \frac{5308416}{32}$$

$$SS_{X_2} = 136200 - \frac{4141225}{32}$$

$$SS_{X_1} = 167726 - 165,888$$

$$SS_{X_2} = 136200 - 129,413$$

$$SS_{X_1} = 1,011$$

$$SS_{X_2} = 1,052$$

3. Calculate the squared deviation score of experimental and control class :

$$\text{Experiment Class: } S_x = \sqrt{\frac{SS_{X_1}}{n_{X_1}-1}} \quad \text{Control : } S_x = \sqrt{\frac{SS_{X_2}}{n_{X_2}-1}}$$

$$S_x = \sqrt{\frac{1,011}{32-1}}$$

$$S_x = \sqrt{\frac{1,052}{32-1}}$$

$$S_x = \sqrt{32,61}$$

$$S_x = \sqrt{33,93}$$

$$S_x = 5,71$$

$$S_x = 33,93$$

Calculate t-table from by formula :

$$t \text{ hitung} = \frac{(x_1 - x_2) - (Mx - My)}{\sqrt{\frac{SSx_1 + SSx_2}{(nx_1 - 1) + (nx_2 - 1)} \left(\frac{1}{nx_1} + \frac{1}{nx_2}\right)}}$$

$$t \text{ hitung} = \frac{72,00 - 63,59 - 0}{\sqrt{\frac{1,011 + 1,052}{(32 - 1) + (32 - 1)} \left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$t \text{ hitung} = \frac{8,41}{\sqrt{\frac{2063}{31 + 31} \left(\frac{2}{32}\right)}}$$

$$t \text{ hitung} = \frac{8,41}{\sqrt{33,27 \left(\frac{2}{32}\right)}}$$

$$t \text{ hitung} = \frac{8,41}{\sqrt{33,27 \left(\frac{2}{32}\right)}}$$

$$t \text{ hitung} = \frac{8,41}{\sqrt{(33,27) (0,0625)}}$$

$$t \text{ hitung} = \frac{8,41}{\sqrt{(2,069)}}$$

$$t \text{ hitung} = \frac{8,41}{1,4}$$

$$t \text{ hitung} = 6,007$$

To know whether the means score of the experimental class and the control class is significantly different, the research used a T-test. The result of the T-test is  $t = 6,007$ . To find out the degree of freedom (df) the research used the following formula:

$$df = N^1 + N^1 - 2$$

$$df = 32 + 32 - 2$$

$$df = 64 - 2$$

$$df = 62$$

The result of the calculation of the T-test on the post-test was 6.007. in table for  $\alpha=0.05$ ,  $df = 62$  t-ratio was 1.670. the data showed from the experimental and control class were equal with the value of the t-test being higher than the t-table ( $6,007 > 1,670$ ). It indicated that the alternative hypothesis was accepted there was a significant difference between experimental and control classes after doing treatment by PQRST (Preview, Question, Read, Summarize, and Test) strategy in online English learning to improve student reading comprehension at the ten grade of MAN Pinrang.

#### 4. Hypothesis Testing

The hypothesis was tested by using a t-Test statistical analysis. The result is as follows:

Alternative hypothesis ( $H_1$ ) there is a significant effect of the PQRST Strategy in online English learning of Experimental and control class.

Alternative Hypothesis ( $H_0$ ) there is no significant effect of the PQRST Strategy in online English learning of Experimental and control class.

- If  $t_{\text{value}} > t_{\text{table}}$ ,  $H_0$  rejected and  $H_1$  accepted



- If  $t_{\text{value}} < t_{\text{table}}$ ,  $H_0$  rejected and  $H_1$  accepted

The result of the t test statistical analysis showed that was a significant difference between the experimental class and control class. The statement was proved by the t-test value in the post-test (6,007) which is higher than the t-table value (1,670), at the level of significant 0,05, and the degree of freedom  $df$  (62). Thus, the alternative hypothesis ( $H_1$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

## **B. Discussion**

Discussion of the research presents the data that has been analysed in the finding. The data is from test there is Pre-test and Post-test. The test consists of multiple choice and true/false with that test the researcher will know the effectiveness of the PQSRT (Preview, Question, Reading, Summarize, And Test) strategy in online English learning to improve student reading comprehension.

By looking at the test finding, from the data provided in classification table based on the reading score in experimental class, clearly to see that most of student got (69%) got good score and some student got (31%) got very good classification. While in the control class most of student got (69%) students got good classification and some student got (50%) got poor classification. The researcher used t-test to calculating result showed that on the t-test value 6,07 was greater then T-table value 1,670 ( $6,07 \geq 1,670$ ). It means alternative hypothesis ( $H_a$ ) was concluded that the PQSRT Strategy was have different significant between Experimental class and

control class in students reading comprehension at the ten grade of MAN Pinrang. This hypothesis was accepted while the null hypothesis ( $H_0$ ) was rejected.

The result of thus research showed that the PQRST Strategy is effective in teaching reading comprehension of narrative text In the learning proces. Using the PQRST Strtegy in online learning proses had good influence to student's reading comprehension. Thisi is evidenced by the acquisin of value sig :  $6,07 > 1,670$  and By presenting PQRST Strategy in reading online class, the students were more active in the teaching and learning process because the activities offered by PQRST Strategy have organizer step and the PQRST Strategy is a better strategy that teacher can use in the teaching and learning readfing comprehension. Educators need to know who is a student, their level of intelligence, student motivation, and so on. Without it, the learning objectives will be achieved. Therefore, the learning strategy is one of the most important things used to achieve learning.<sup>41</sup>

Reading is a communication of thoughts and emotions between the writers will be better if the reader has a good ability to know the intentions to be conveyed by the author. Reading is an ability that must be possessed by everyone, especially for students who are still actively for sitting in education because reading can provide knowledge that has never been obtained.

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<sup>41</sup> Haidir & salim, "strategy pembelajaran : suatu pendekatan bagaiman meningkatkan kegiatan belajar siswa secara transformatif" perdana publishing 98.2012

Reading comprehension is a reading activity whose purpose is not only to make students read the text but how students can understand the ideas and information in the reading in depth.

There are five types of reading that can be used to improve reading comprehension namely (1) literal reading (2) interpretive reading (3) critical reading (4) creative reading. Researchers use literal reading comprehension as a basic level of reading that is considered in accordance with the reading skills of students in Man Pinrang and also supported by the curriculum used where learning uses narrative text as learning material.

There are two factors that affect the ability to read, namely internal factors and external factors. Internal factors are factors that come from within the individual himself. To gain reading skills and reading comprehension students must have a desire to learn and also practice on a continuously accepting basis. While external factors are those that come from outside the individual, that is, the family, school and community environment. The process of reading comprehension involves factors because reading is basically a thinking process reading is like a process when a person is thinking and reasoning. In reading, it involves aspects of thinking such as remembering, understanding, distinguishing, comparing and finally applying what is contained in reading.

According to the theoretical synthesis in chapter II, Reading comprehension is a reading activity that is carried out in a different way, which involves thoroughness

and caution. So that this reading activity is carried out not too fast, this is intended so that the reader understands the entire reading text to the smallest part. Usually reading comprehension activities are done by reading silently. Reading is one of the basic things in learning. Reading activities combine intellectual and emotional activities to provide a perception of the message achieved. By paying attention to the theoretical information, the authors assume that reading habits can influence students' speaking skill. However, after testing it with quantitative research, it can be concluded that there was an insignificant influence of students' reading habits on their speaking skill. This study has proven that PQRST strategy can effectively improve students' reading comprehension in online class.

While in the control class the material provided is Narrative text: legend also using a different strategy. In the control class there was also an increase in student scores but not as significantly as in the experimental class, and in this class the students' activeness was also different compared to the experimental class which applied the five steps of the PQRST Strategy. So it can be concluded that there are differences between the control class and the experimental class so that the PQRST strategy is considered successful in increasing students' reading comprehension in online classes.

This research had proved that PQRST technique was effective to be used in teaching English there is significant different between control class and eksperimen class. It can be seen in the table of the students score improvement from the pre-test, post-test. The improvement was because the teacher controlled the class better. Another was because the application of PQRST technique made more help the students' of understanding an English text. The

teacher was also easy to apply the PQRST technique to help the students to their ability in reading comprehension.

Trianto said that the PQRST strategy can improve memory performance in understanding the substance or contents of texts which can encourage readers to process material more deeply and broadly.<sup>42</sup> The improvement because the researcher controlled the class better by being more active in the group class. Another was because the application of the PQRST strategy made more help the students more help the students of understanding an English text. Using the PQRST strategy in the teaching and learning process had a good influence on students' reading comprehension.

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<sup>42</sup> Imatul Fu'adah."Pengaruh Strategi Preview, Question, Rewrite, Solve, Test (Pqrst) Dalam Menyelesaikan Soal Cerita Matematika Melalui Pembelajaran Kooperatif Tipe Stad Terhadap Hasil Belajar Siswa Kelas Viii Mts Midanutta'lim Jogoroto" univ. Pesantren jombang. 2015

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

Based on the result of data analysis and discussion of the result that has been described in this research, which discusses the effectiveness of the PQRST (Preview, Question, Read, Summarize, and Test) strategy in online English learning to improve student reading comprehension at the tenth grade of MAN Pinrang, it can be concluded as follows:

1. The result of the effectiveness of PQRST (Preview, Question, Read, Summarize, and Test) can be concluded that the PQRST strategy in online English learning is effective to improve student reading comprehension. It is according to the result of calculated the mean and standard deviation of the pre-test and post-test in the Experimental class. This result proved that the mean of the pre-test is 49,68 and the mean of post-test is 72,00 ( $72,00 > 49,68$ ). The standard deviation of pre-test is 1,96 and the standard deviation of post-test is 2,32 ( $2,32 > 1,96$ ). So, it can be concluded that the PQRST strategy is effective to improve students' reading comprehension.
2. A result of the post-test in the experiment and control class, the mean score of the experimental group is 72,00 and the mean score of control group is 61,66 ( $72,00 > 61,66$ ). The result of t-test 6,007 and the score of t-table is 1,670 ( $6,007 > 1,670$ ). It can be concluded there was significant different between experimental class and control class, who got the treatment and not.

## **B. SUGGESTION**

Having seen the result of the study, the following suggestion is offered to be considered:

1. For the teacher should prepare a new method of teaching reading. It can make the students feel fun in the learning process but they are still focused so the material in online learning. And the researcher suggests they apply the PQRST (preview, question, read, summarize, and test) strategy in teaching reading.
2. The student of MAN Pinrang, Even though the result of this study is effective to improve students' reading comprehension. So that maintained and improve again so that the learning process will run optimally and have to learn more about reading text in English.
3. For future researchers, they can use this researcher as literature to guide them when they want to run similar research, although this researcher is still far from perfection

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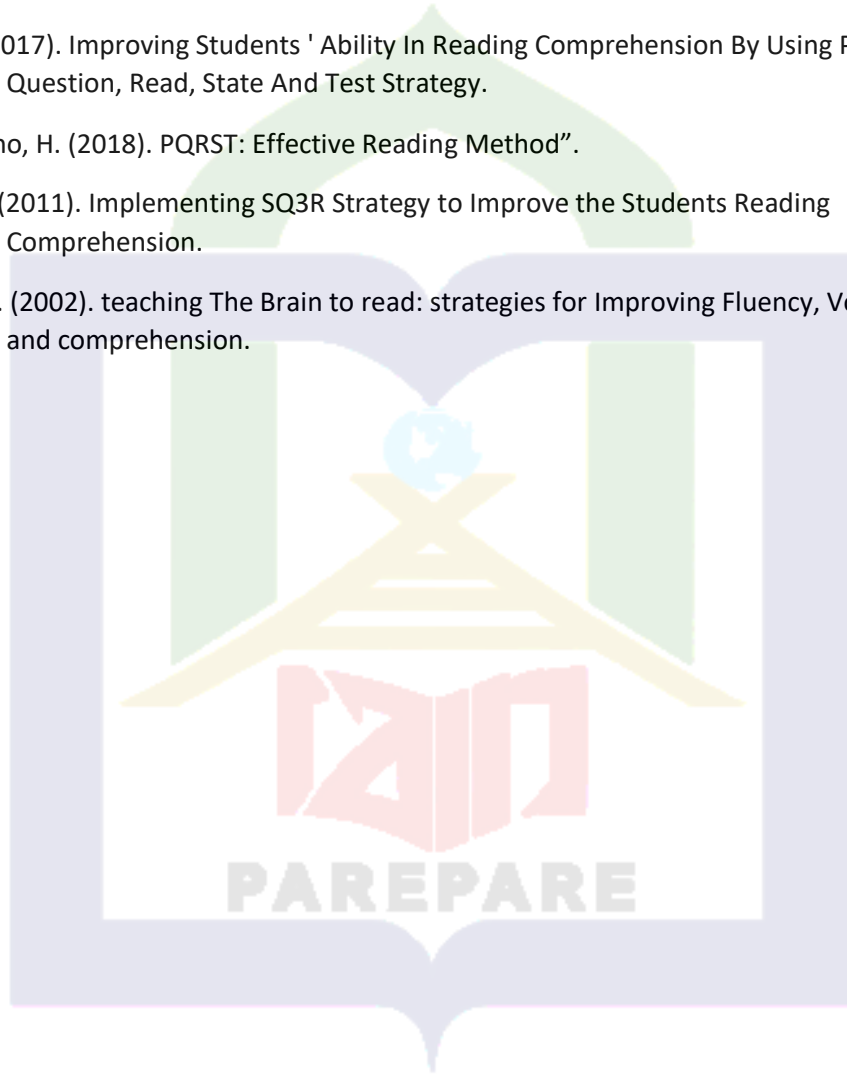
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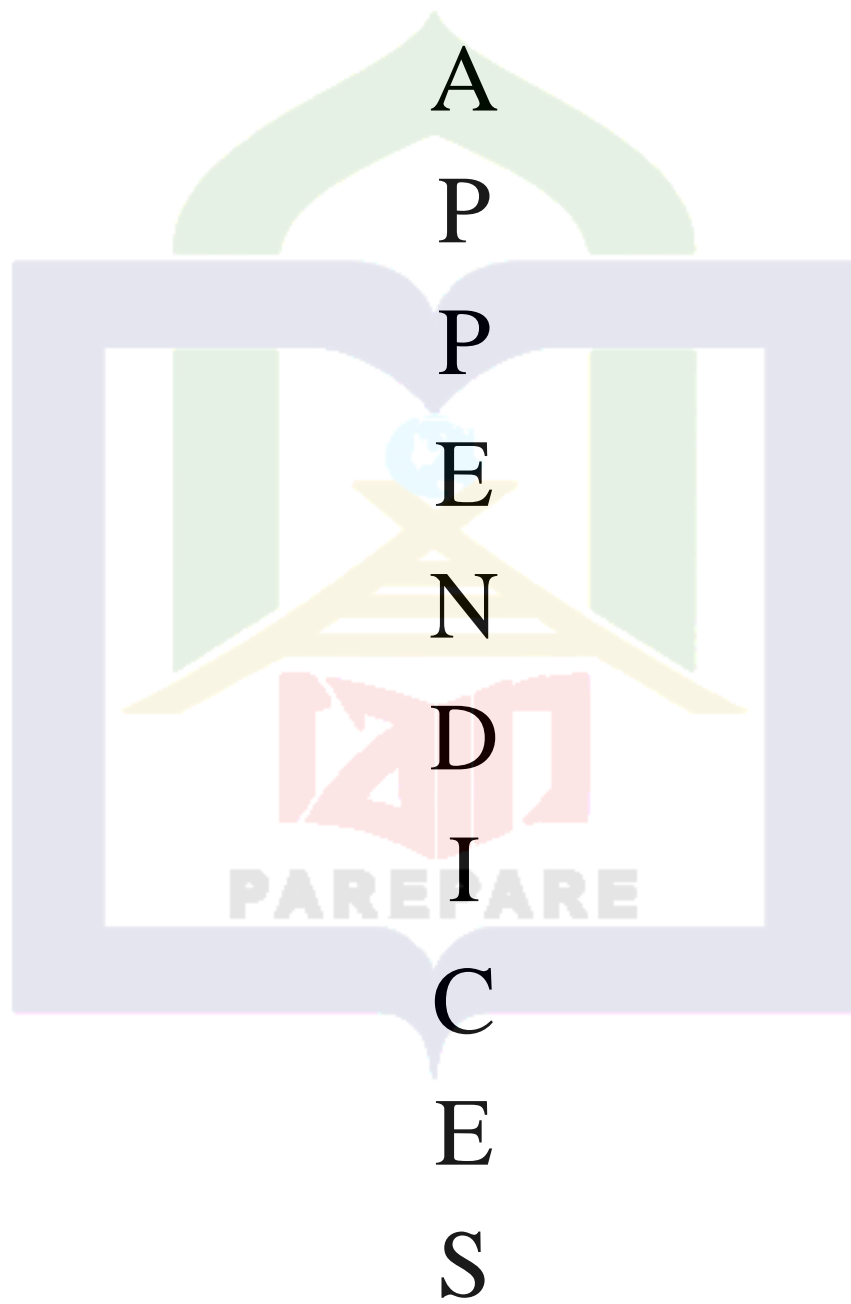
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## Appendices 1

Degrees of freedom	Significance level					
	20% (0.20)	10% (0.10)	5% (0.05)	2% (0.02)	1% (0.01)	0.1% (0.001)
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.043	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.158	2.617	3.373
$\infty$	1.282	1.645	1.960	2.326	2.576	3.291

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<p><b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b></p>	

## Appendix. 2 Validasi Instrumen

### *Research Instrument*

NAMA MAHASISWA : RESKI ANAH

NIM : 17.1300.037

FAKULTAS : TARBIYAH

PRODI : PENDIDIKAN BAHASA INGGRIS

JUDUL : **“The Effect Of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy In Online English Learning To Improve Student’s Reading Comprehension at MAN Pinrang”**

**INSTRUMEN VALIDASI TEST**

Kepada Yth.

Bapak/Ibu

Di Tempat

Assalamualaikum Wr.Wb

Bapak/Ibu dalam rangka menyelesaikan karya (skripsi) pada Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah, Institut Agama Islam Negeri Parepare (IAIN) Parepare maka saya,

Nama : Reski Anah

NIM : 17.1300.037

Judul : **"The Effectiveness Of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy In Online English Learning To Improve Student Reading Comprehension at MAN Pinrang"**

Untuk membantu kelancaran penelitian ini, Saya memohon dengan hormat kesediaan Anda untuk mengisi kuesioner penelitian ini. Atas ketersediaan Anda untuk menjawab pertanyaan atau pernyataan pada kuesioner ini, kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

Hormat saya

Reski Anah  
(17.1300.037)

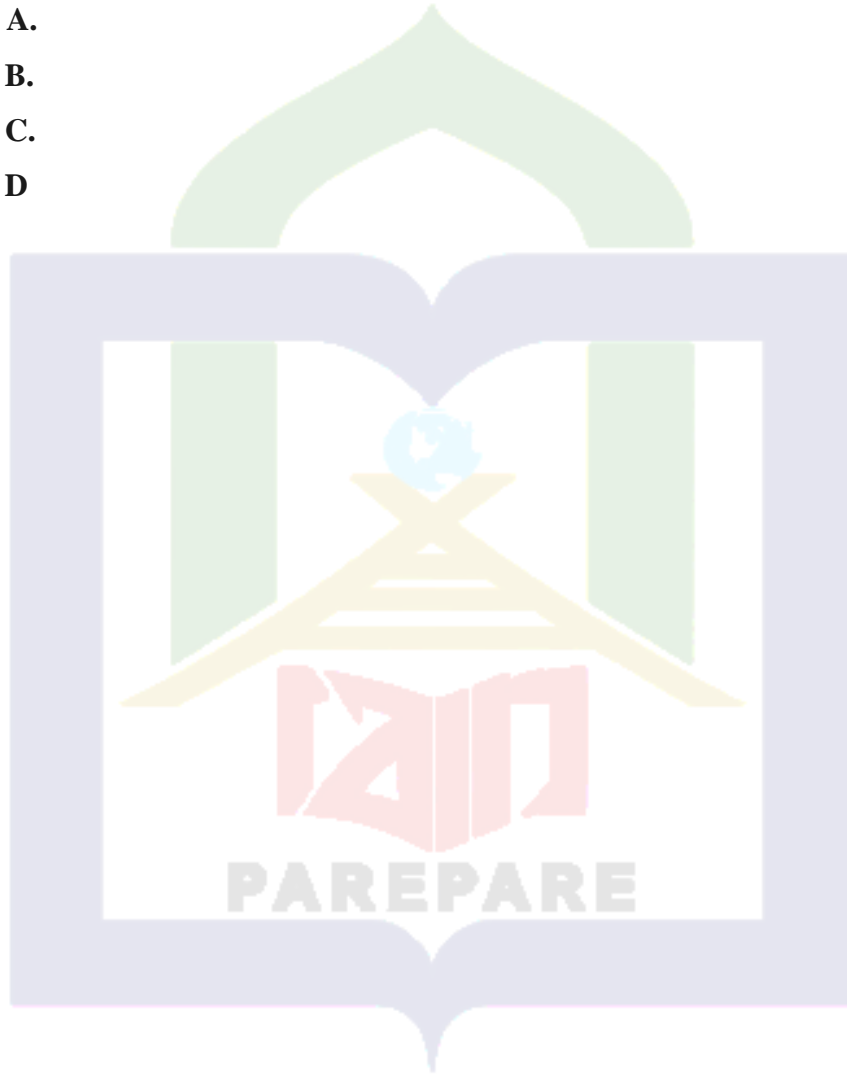
**PETUNJUK PENGISIAN**

1. Bacalah teks yang dibawah dengan cermat

NAMA \_\_\_\_\_ :

2. Jawablah pertanyaan yang benar dengan meilih jawaban :

- A.
- B.
- C.
- D





NIS :  
KELAS :

### Appendix. 3 Pre-Test

## INSTRUMEN OF THE RESEARCH

### PRE-TEST

**Total test items : 20**

**Duration : 2 x 45 minutes**

**Read the text carefully and choose the correct answer by cross (x) A, B, C, or D**

**Teks for Question 1-5**

### THE LITTLE CHIPMUNK

Once upon a time there was a nervous little chipmunk. She was afraid that something bad would happen to her. One day she heard a little noise. It was actually the sound of an apple that fell to the ground, but the little chipmunk was petrified and shouted, "The sky is falling down." Then she ran away as fast as she could. Soon all animals were shocked and ran in different directions making a chaos in the jungle. The lion saw this and pulled out the little chipmunk. He said "What made you think the sky would fall down?" She replied, "I heard and saw it near my tree house." After they checked what really happened near the tree house, the lion smiled and said, "You worry too much about everything. Let other animals know what had really happened. You are responsible for it."

1. Why did the chipmunk run away?
  - a. She saw a big lion
  - b. She met large animals

- c. She fell down from a tree
  - d. She thought the sky was falling down
2. Where did the chipmunk hear a little noise?
    - a. On the sky
    - b. Behind the lion
    - c. Outside the jungle
    - d. Near her tree house
  3. Who is talking with the chipmunk?
    - a. All the animals
    - b. The Lion
    - c. The rabbit
    - d. The Ant
  4. Why did the little Chipmunk was nervous.?
    - a. She was heard something noise
    - b. She felt that something bad would happen
    - c. The Lion pulled out the little chipmunk
    - d. She felt worried
  5. The important lesson from the story is that we have to ....
    - a. Help other people sincerely
    - b. Respect weak and old people
    - c. Believe what our friend says
    - d. Check and recheck any information

**Teks for question 6-10**

### **THE CRAB AND THE MONKEY**

Long ago, at the foot of a mountain, lived a crab. On a warm spring day, the crab walked leisurely along a nearby river. Suddenly a big rice ball dropped in front of her. “Oh my God! What a good thing I found”, she said to herself. Then a greedy monkey

came. He wanted to have the rice ball, so he said, “Hey, let’s trade the rice ball with my fruit seed. This seed is better than that rice ball. When you eat the rice ball, it disappears, but if you put this seed on the ground, it will grow and produce a lot of fruits.” The crab agreed to exchange the rice ball. Then she took the seed home and planted it. Soon the seed grew into a small bud and became a big tree. It made a lot of red fruits. The crab wanted to eat the fruit, but she could not climb the tree. Then the monkey came again, climbing the tree and eating the fruits. The crab begged the monkey to pick some for her and her kind. Yet, the selfish monkey took a hard green fruit and threw it to the crab. She was smashed very hard. The crabs kid started to cry and their noise attracted other animals. They soon found out what happened. The king of the animals decided to give the monkey a punishment.

6. Why did the crab beg the monkey for some fruits?
  - a. She was greedy
  - b. She couldn’t climb the tree
  - c. The monkey was a kind animal
  - d. The monkey had not eaten lots of fruits
7. What did the monkey offer to trade with rice ball?
  - a. fruit
  - b. Plant
  - c. Fruit seed
  - d. Seed ball
8. Why was the crab kid cried.?
  - a. The crab kid can’t climb the tree
  - b. The monkey was hit it
  - c. He want to eat the fruit
  - d. The lion want to eat him
9. What happened with the monkey in last story.?
  - a. The monkey got the fruits

- b. the monkey exchange the rice ball
  - c. the monkey got punishment from the king
  - d. the monkey threw the fruit with very hard fruit
10. What important lesson can be taken from the text?
- a. Nobody is perfect
  - b. Honestly is everything
  - c. Bad deeds are punished
  - d. Good deeds never help you

**Based on the text 5, please choose the best answer by giving the cross mark in the letter T if the statement is True and the letter F if the statement is False.**

- 1. the little chipmunk is a small Animal
- 2. the little chipmunk made a chaos in the woods because it heard the voice of apple fall
- 3. The little chipmunk who worry, bad things happen to him so that he shouted, “the sky is falling down” because of the noise.
- 4. the little chipmunk is an animal
- 5. The Lion is an animal which caused the little chipmunk to be responsible for the cause that has been made
- 6. the monkey is an animal that is always to help the crab in all situations
- 7. The monkey ask the crab to swap rice ball with seed that will grow into trees of a fruitful that will make crab more full than eating rice ball
- 8. The monkey was very fond of children crabs and give him of the fruit every day
- 9. The crab throw a monkey with fruits to make the monkey crying
- 10. The Seeds that the monkey give to crabs grow into small bud and trees that have fruiting very much

#### Appendix. 4 Post-test

### INSTRUMEN OF THE RESEARCH

#### POST-TEST

**Total test items : 20**

**Duration : 2 x 45 minutes**

**Read the text carefully and choose the correct answer by cross (x) A, B, C, or D**

NAMA :

NIS :

KELAS :

#### **JAKA LINGLUNG**

In the Kingdom of Medang Kamulan, in Java, came a young when man, by the name of Aji Saka to fight Dewatacengkar, the cruel King of The Country who had a habit to eat human flesh of his own people. Aji Saka himself he came from Bumi Majeti.

One day he told his two servants, by the name of Dara and Sembodo, that he was going to java. He told them that while he was away, both of them have to guards his Heirloom/Pusoko. No one except Aji Saka himself not an allowed to take the Pusoko. In the big battle, Aji Saka could successfully push Dewata Cengkar to fall to the South Sea. Dewata Cengkar did not die, he became a Bajul Putih (White Crocodile). Aji Saka became a ruler of Medangkamulan.

Meanwhile a woman of the village of Dadapan, found an egg. She put the egg in her Lumbung (Rice Barn). After a certain period, the egg vanished, instead a snake found in the rice barn. The villagers would like to kill the snake, but the snake said "I'm the son Aji Saka, bring me to him".

Aji Saka told the snake, that he would be recognized as his son, if they could kill the Bajul Putih in the South Sea. After a long stormy battle which both sides demonstrating physical strength and showing skilful ability of fighting, the snake could kill Bajul Putih.

As had been promised the snake was recognized as Aji Saka's son and he was given a name Jaka Linglung (a stupid boy).

In the palace Jaka Linglung greedily ate domestic pets of the palace. He was punished by the King, expelling him to live in the Jungle of Pesanga. he was tightly roped until he could not move his head. He was instructed only to eat things which fall to his mouth.

One day, a group of 9 (nine) village boys were playing around in that Jungle. Suddenly it was raining heavily. They had to find a shelter, luckily there was a cave. Only 8 (eight) boys went inside the cave, the other one who was suffering from very bad skin disease, sting and dirty, he had to stay out of the cave. All of a sudden, the cave was falling apart. The 8 (eight) boys vanished, only the one who stayed outside was safe. The cave in fact was the mouth of Jaka Linglung.

1. Who was Dewataengkar.?
  - a. a young wise man
  - b. The cruel king
  - c. White crocodile
  - d. Bajul Putih
2. Where did the woman put the egg ?
  - a. In a rice barn
  - b. In the south sea
  - c. In the palace
  - d. In the jungle of pasanga
3. Where did Aji Saka come from?
  - a. Medang Kamulan

- b. South Sea
  - c. Jungle of Pesanga
  - d. Bumi Majeti
4. Who was Jaka Linglung ?
- a. A greedy pet belongs to Aji Saka
  - b. The cruel king
  - c. A stupid boy
  - d. The snake was recognized as Dewaracengkar's son
5. Why did the king punish Jaka linglung to live in the jungle of Pesanga? because .....
- a. Jaka linglung greedily ate human flesh of the village
  - b. Jaka linglung greedily ate domestic pets of the palace
  - c. Jaka linglung put the egg in the rice born
  - d. Jaka linglung could kill Bajul Putih
6. from the text we know that Aji Saka killed the king Dewatacengker, because.....
- a. he is an cruel king
  - b. he is a kind king
  - c. he really cares about his people
  - d. he was eating domestic cat
7. why did one of the village boys had to live outside the cave.?
- a. He was a greedy boy
  - b. He wants to play in the rain
  - c. He had a skin disease, sting and dirty
  - d. He wants to play around in the jungle
8. how many children did jaka eat in the cave.?
- a. 9
  - b. 8
  - c. 5

- d. 7
9. Where did the nine village boys were playing.?
- Palace
  - In jungle
  - Cave
  - House
10. what was ordered to jaka linglung when getting punishment from the king.?
- He ordered to stay in jugle
  - He was instructed to eat the domestic cat
  - He was instructed to stay outside the cave
  - He could kill the Baju Putih

**Based on the text 5, please choose the best answer by giving the cross mark in the letter T if the statement is True and the letter F is the statement is False.**

1. dewatacengkar is one of the cruel king of the Medang Kamulan country
2. the king of medan kamulan is a king that had a habit to eat the human
3. Aji Saka got punishment because he like to eat the domestic pets in medang kamulan country
4. The Snake have promise to Aji saka that he will kill the Bajul Putih, to prove that he is a son of Aji saka
5. One of the residents of Dadapan village has found eggs and she put in the rice barn
6. Jaka linglung is a son of dewatacengkar
7. Dewatacengkar turned into a Bajul Putih when Ajisaka successfully to push him into the sea
8. The snake eat all of the village boys who were playing in the jungle
9. Jaka Linglung make his mouth as a cave to cath the boys
10. Aji Saka have a very bad skin disease, sting and dirty



Setelah mencermati instrumen dalam penelitian skripsi mahasiswa sesuai dengan judul di atas, maka instrumen tersebut dipandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 13 Januari 2021

Mengetahui,-

Consultan

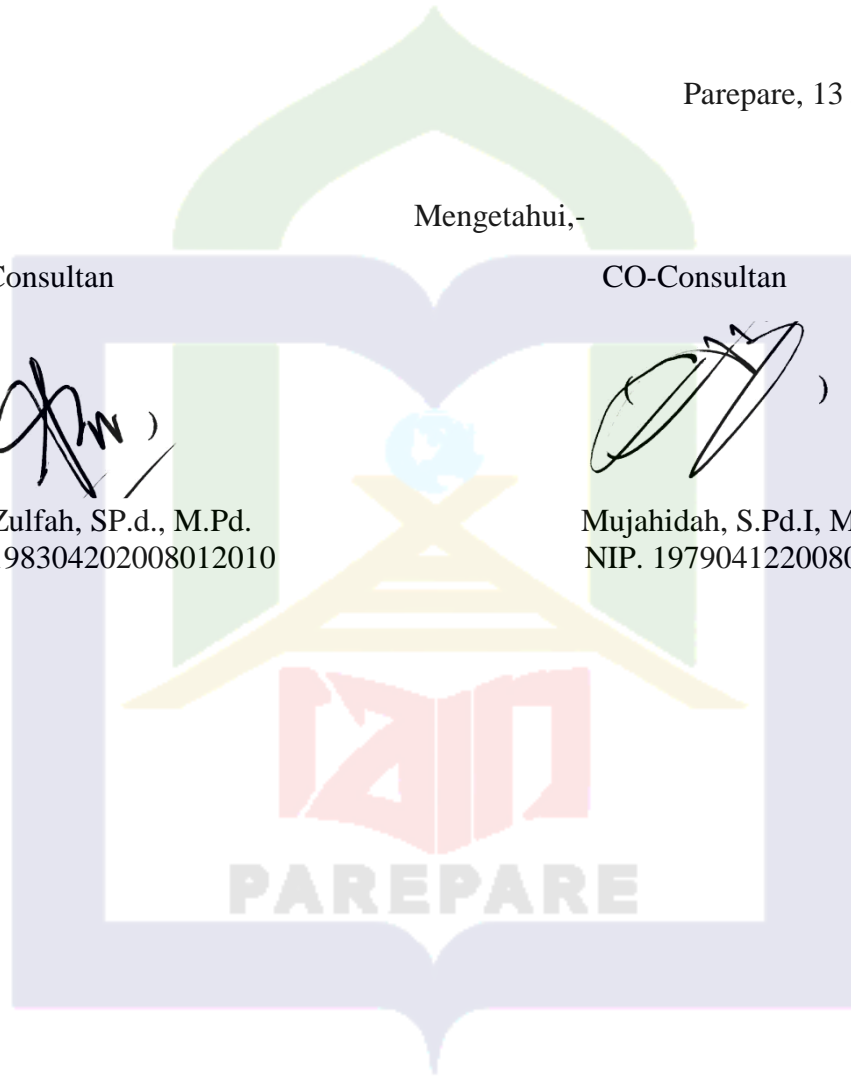


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## Appendix 5 Lesson Plan

### RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

<b>Satuan pendidikan</b>	<b>Madrasah Aliyah Negeri Pinrang</b>
<b>Mata pelajaran</b>	<b>Bahasa Inggris</b>
<b>Materi pokok</b>	<b>Narrative text : Legends</b>
<b>Kelas/semester</b>	<b>X / 1</b>
<b>Alokasi Waktu</b>	<b>7 X 60 menit</b>

#### A. KOMPETENSI INTI

1. Menghayati dan mengamalkan ajaran agama yang di anutnya.
2. mahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
3. Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipeljarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.
4. Mengembangkan sains dan kreatifitas teknologi untuk peningkatan mutu kualitas hidup.

## B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

NO	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya	<ol style="list-style-type: none"> <li>1. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur.</li> <li>2. kebahasaan teks naratif Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat Memahami unsur kebahasaan dari teks naratif.</li> <li>3. dalam memberi dan meminta informasi terkait legenda rakyat.</li> </ol>

## C. TUJUAN PEMBELAJARAN

1. Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang Ditanyakan
2. Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif
3. Memahami struktur teks naratif dalam memberi dan meminta informasi terkait

legenda rakyat

4. Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat.

#### **D. MATERI PEMBELAJARAN**

Narrative text : Legends

#### **E. METODE PEMBELAJARAN**

Materi pembelajaran : memberikan teks Narrative : Legends dengan menggunakan PQRST strategy in online English learning.

#### **F. TEHNIK PEMBELAJARAN**

Menggunakan strategy PQRST (Preview, Question, Summarize, and Test)

### **Langkah-langkah kegiatan pembelajaran**

#### **PERTEMUAN 1**

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam pembuka dan menanyakan kabar <b>‘How are you’?</b></li> <li>• Memperkenalkan diri pada siswa</li> </ul> <p>Siswa diberi kesempatan untuk bertanya</p> <ul style="list-style-type: none"> <li>• Menanyakan kehadiran peserta didik dengan mengabsen melalui whatApp group</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam dan menyatakan kabar <b>‘I’am Fine’.</b></li> <li>• Peserta didik berhak menanyakan hal apa saja yang terkait dengan identitas guru</li> <li>• Siswa menyebutkan nama masing-masing dengan List nama.</li> </ul>	<b>10 menit</b>
2	<p><b>Kegiatan Inti:</b></p> <ul style="list-style-type: none"> <li>• M menyampaikan materi dengan Mengirimkan file berisi penjelasan mengenai</li> </ul>	<ul style="list-style-type: none"> <li>• Menyimak dan mengunduh</li> </ul>	<b>45 menit</b>

	<p>“narrative text”</p> <ul style="list-style-type: none"> <li>• Memperkenalkan kepada peserta didik salah satu metode yang dapat digunakan untuk meningkatkan pemahaman membaca (<i>Improving Reasing Comprehension</i>).</li> <li>• Meperkenalkan metode PQRST dan mengirimkan peseta didik mengenai rangkuman penjelasan dari PQRST strategy. dan menggambarkan kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran</li> <li>• Memberikan teks bacaan sebagai Pre-test melalui WhatApp Group</li> </ul>	<p>file yang dikirim.</p> <p>Menyankan hal-hal yang kurang dipahami.di group whatsapp</p> <ul style="list-style-type: none"> <li>• Menerima teks bacaan dari guru</li> </ul>	
3	<p><b>Kegiatan Penutup:</b></p> <ul style="list-style-type: none"> <li>• Menutup pelajaran dan mengucapkan salam</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam</li> </ul>	5 menit

## Pertemuan 2

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam pembuka dan menanyakan kabar “<b>How are you</b>”?</li> <li>• Mengkondisikan peserta didik untuk mengikuti</li> <li>• Menanyakan kehadiran peserta didik dengan mengabsen melalui whatApp group</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam dan menyatakan kabar ‘<b>I’am Fine</b>’.</li> <li>• Peserta didik memulai doa.</li> <li>• Siswa menyebutkan nama masing-masing dengan List nama.</li> </ul>	10 menit

2	<p><b>Kegiatan Inti:</b></p> <ul style="list-style-type: none"> <li>• Memberikan penjelasan mengenai Langkah-langkah kegiatan yang akan dilakukan oleh peserta didik selama proses pembelajaran online dalam bentuk file.</li> </ul> <p>Langkah-langkah pembelajarannya adalah :</p> <ol style="list-style-type: none"> <li>1. <b>Preview</b> siswa diberikan satu topik dengan cara mengirimkan dalam bentuk soft file, lalu melakukan <i>brainstorming</i> dan melihat gambaran besar dari teks contohnya (judul, tulisan bold, tulisan miring, maupun gambar).</li> <li>2. <b>Q-question (pertanyaan)</b> guru membuat <i>lead-question</i> "why the beautiful princess go out from the kingdom?"</li> <li>3. <b>R-read (membaca)</b> Siswa diminta untuk membaca teks yang telah diberikan melalui group WhatsApp dan mencari jawaban dari <i>lead-question</i> yang telah diberikan.</li> <li>4. <b>S-summarize</b> siswa diminta untuk menyimpulkan cerita dengan menggunakan Bahasa mereka sendiri minimal 1 paragraf,</li> <li>5. <b>T-test</b> siswa diminta mengerjakan tugas secara individual maupun berkelompok</li> </ol>	<ul style="list-style-type: none"> <li>• mengunduh file yang dikirim dan membaca dengan seksama.</li> <li>• Menyankan hal-hal yang kurang dipahami di group whatsapp</li> <li>• Menerima teks bacaan dari guru</li> </ul>	45 menit
3	<p><b>Kegiatan Penutup:</b></p> <ul style="list-style-type: none"> <li>• Menutup pelajaran dan mengucapkan salam</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam</li> </ul>	5 menit

### PERTEMUAN 3

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam pembuka dan menanyakan kabar <b>“How are you”</b>?</li> <li>• Menanyakan kehadiran peserta didik <b>“Who absen today?”</b></li> <li>• Guru menanyakan materi yang sudah dipelajari sebelumnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam dan menyatakan kabar <b>“I am Fine”</b>.</li> <li>• Siswa merespon pertanyaan guru</li> </ul>	10 menit
2	<p><b>Kegiatan Inti:</b></p> <ul style="list-style-type: none"> <li>• Guru menyampaikan teks yang akan mereka diskusikan</li> <li>• Guru mengirimkan file yang berisi teks narrative <b>“Nyi Roro Kidul”</b></li> <li>• Siswa ditugaskan untuk membaca secara individual teks narrative <b>“Nyi Roro Kidul”</b></li> <li>• Mempersilahkan peserta didik untuk bertanya dalam group WhatsApp</li> <li>• Siswa ditugaskan untuk menerjemahkan teks narrative <b>“Nyi Roro Kidul”</b> dan mngumpulkan di pertemuan selanjutnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik Menyimak dan memperhatikan guru.</li> <li>• Peserta didik ditugaskan untuk mendownload file materi</li> <li>• Siswa membaca membaca secara individual</li> <li>• Menerima teks bacaan dari guru</li> </ul>	45 menit
3	<p><b>Kegiatan Penutup:</b></p> <ul style="list-style-type: none"> <li>• Menutup pelajaran dengan membaca do'a dan</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam</li> </ul>	5 menit

	mengucapkan salam	
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## PERTEMUAN 4

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>guru memberikan kode <b>zoom meeting</b> kepada siswa melalui <b>wahtsapp grup kelas</b>. Siswa diminta tepat waktu untuk masuk kedalam meeting sebagai sikap disiplin.</li> <li>Mengucapkan salam pembuka dan menanyakan kabar <b>‘How are you’?</b></li> <li>Menanyakan kehadiran peserta didik <b>‘Who absen today?’</b></li> <li>Guru menanyakan materi yang sudah dipelajari sebelumnya.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menerima kode <i>zoom meeting</i>, dan mengikuti kelas dengan tepat waktu</li> <li>Menjawab salam dan menyatakan kabar <b>‘I’am Fine’</b>.</li> <li>Siswa merespon pertanyaan guru</li> </ul>	<b>10 menit</b>
2	<p><b>Kegiatan Inti:</b></p> <ol style="list-style-type: none"> <li>Guru menugaskan siswa untuk membuka file narrative text <b>“Nyi Roro Kidul”</b></li> <li>Guru memberikan penjelasan mengenai Langkah-langkah pembelajaran dalam suatu teks. (contoh teks terlampir) Langkah-langkah pembelajarannya adalah :</li> <li><b>Preview</b> siswa diberikan satu topik dengan cara mengirimkan dalam bentuk soft file, lalu</li> </ol>	<ul style="list-style-type: none"> <li>Peserta didik Menyimak dan memperhatikan guru.</li> <li>Peserta didik ditugaskan untuk mendownload file materi</li> <li>Siswa membaca membaca secara individual</li> <li>Menerima teks bacaan dari guru</li> </ul>	<b>45 menit</b>



	<p>melakukan <i>brainstorming</i> dan melihat gambaran besar dari teks contohnya (judul, tulisan bold, tulisan miring, maupun gambar).</p> <p>4. <b>Q-question (pertanyaan)</b> guru membuat <i>lead-question</i> "why the beautiful princess go out from the kingdom?"</p> <p>5. <b>R-read (membaca)</b> Siswa diminta untuk membaca teks yang telah diberikan melalui group WhatsApp</p> <p>6. <b>S-summarize (meringkas)</b></p> <ul style="list-style-type: none"> <li>- Mengorganisasi atau mengatur informasi yang akan menjawab pertanyaan prediksi</li> <li>- Meminta peserta didik meringkas ide-ide kunci yang memuat jawaban dari pertanyaan yang diberikan sebelumnya.</li> </ul> <p>7. <b>T-test</b> siswa diminta mengerjakan tugas secara individual maupun berkelompok</p>	<ul style="list-style-type: none"> <li>• Siswa melaksanakan Langkah-langkah PQRST pada teks narrative "Nyi Roro Kidul"</li> </ul> <p>1. <b>Preview</b> siswa melihat gambaran besar dari teks dengan memperhatikan hal-hal yang dimuat dalam teks seperti (judul, gambar, tulisan telabl, tulisan miring)</p> <p>2. <b>Q-question (pertanyaan)</b> guru membuat <i>lead-question</i> "why the beautiful princess go out from the kingdom?"</p> <p>3. <b>R-read (membaca)</b> siswa di tugaskan untuk membaca teks secara individu siswa</p> <p>4. <b>Summarize (meringkas)</b> mengorganisasi untuk mendapatkan informasi dari pertanyaan yang diberikan dan mengirimkan jawaban ke group.</p> <p>8. <b>T-test</b></p>	
--	--	--	--

		siswa diminta mengerjakan tugas secara individual maupun berkelompok	
3	<b>Kegiatan Penutup:</b> <ul style="list-style-type: none"> <li>Menutup pelajaran dengan membaca do'a dan mengucapkan salam</li> </ul>	<ul style="list-style-type: none"> <li>Menjawab salam</li> </ul>	<b>5 menit</b>

### PERTEMUAN 5

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<b>Kegiatan Awal:</b> <ul style="list-style-type: none"> <li>Mengucapkan salam pembuka dan menanyakan kabar <b>“How are you”?</b></li> <li>Menanyakan kehadiran peserta didik <b>“Who absen today?”</b></li> <li>Guru menanyakan materi yang sudah dipelajari sebelumnya.</li> </ul>	<ul style="list-style-type: none"> <li>Menjawab salam dan menyatakan kabar <b>“I am Fine”</b>.</li> <li>Siswa merespon pertanyaan guru</li> </ul>	<b>10 menit</b>
2	<b>Kegiatan Inti:</b> <ul style="list-style-type: none"> <li>Guru menyampaikan teks yang akan mereka diskusikan</li> <li>Guru mengirimkan file yang berisi teks narrative <b>“The Golden Snail”</b></li> <li>Siswa ditugaskan untuk membaca secara individual</li> </ul>	<ul style="list-style-type: none"> <li>Peserta didik Menyimak dan memperhatikan guru.</li> <li>Peserta didik ditugaskan untuk mendownload file materi</li> </ul>	<b>45 menit</b>

	<p>teks narrative “<b>The Golden snail</b>”</p> <ul style="list-style-type: none"> <li>• Mempersilahkan peserta didik untuk bertanya dalam group WhatsApp</li> <li>• Siswa ditugaskan untuk menerjemahkan teks narrative “<b>The Golden Snail</b>” dan mengumpulkan di pertemuan selanjutnya.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membaca membaca secara individual</li> <li>• Menerima teks bacaan dari guru</li> </ul>	
3	<p><b>Kegiatan Penutup:</b></p> <ul style="list-style-type: none"> <li>• Menutup pelajaran dengan membaca do’a dan mengucapkan salam</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam</li> </ul>	5 menit

## PERTEMUAN 6

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>• guru memberikan kode <b>zoom meeting</b> kepada siswa melalui <b>wahtsapp grup kelas</b>. Siswa diminta tepat waktu untuk masuk kedalam meeting sebagai sikap disiplin.</li> <li>• Mengucapkan salam pembuka dan menanyakan kabar “<b>How are you</b>”?</li> <li>• Menanyakan kehadiran</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa menerima kode <i>zoom meeting</i>, dan mengikuti kelas dengan tepat waktu</li> <li>• Menjawab salam dan menyatakan kabar “<b>I’am Fine</b>”.</li> <li>• Siswa merespon pertanyaan guru</li> </ul>	10 menit

	<p>peserta didik “<b>Who absen today?</b>”</p> <ul style="list-style-type: none"> <li>• Guru menyanyakan materi yang sudah dipelajari sebelumnya.</li> </ul>		
2	<p><b>Kegiatan Inti:</b></p> <p>9. Guru menugaskan siswa untuk membuka file narrative text “<b>The Golden Snail</b>”</p> <p>10. Guru memberikan penjelasan mengenai Langkah-langkah pembelajaran dalam suatu teks. (contoh teks terlampir)</p> <p>Langkah-langkah pembelajarannya adalah :</p> <p><b>11. Preview</b></p> <p>siswa diberikan satu topik dengan cara mengirimkan dalam bentuk soft file, lalu melakukan <i>brainstorming</i> dan melihat gambaran besar dari teks contohnya (judul, tulisan bold, tulisan miring, maupun gambar).</p> <p><b>12. Q-question (pertanyaan)</b></p> <p>guru membuat <i>lead-question</i> “<i>who is the golden snail?</i>”</p> <p><b>13. R-read (membaca)</b></p> <p>Siswa diminta untuk membaca teks yang telah diberikan melalui group WhatApp</p> <p><b>14. S-summarize (meringkas)</b></p> <ul style="list-style-type: none"> <li>- Mengorganisasi atau mengatur informasi</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik Menyimak dan memperhatikan guru.</li> <li>• Peserta didik ditugaskan untuk mendownload file materi</li> <li>• Siswa membaca membaca secara individual</li> <li>• Menerima teks bacaan dari guru</li> <li>• Siswa melaksanakan Langkah-langkah PQRST pada teks narrative “<b>The Golden Snail</b>”</li> </ul> <p><b>5. Preview</b></p> <p>siswa melihat gambaran besar dari teks dengan memperhatikan hal-hal yang dimuat dalam teks seperti (judul, gambar, tulisan telabl, tilisan miring)</p> <p><b>6. Q-question</b></p>	45 menit

	<p>yang akan menjawab pertanyaan prediksi</p> <ul style="list-style-type: none"> <li>- Meminta peserta didik meringkas ide-ide kunci yang memuat jawaban dari pertanyaan yang diberikan sebelumnya.</li> </ul> <p><b>15. T-test</b></p> <p>siswa diminta mengerjakan tugas secara individual maupun berkelompok</p>	<p><b>(pertanyaan)</b></p> <p>guru membuat <i>lead-question</i> "why the beautiful princess go out from the kingdom?"</p> <p><b>7. R-read (membaca)</b></p> <p>siswa di tugaskan untuk membaca teks secara individu</p> <p>siswa</p> <p><b>8. Summarize (meringkas)</b></p> <p>mengorganisasi untuk mendapatkan informasi dari pertanyaan yang diberikan dan mengirimkan jawaban ke group.</p> <p><b>16. T-test</b></p> <p>siswa diminta mengerjakan tugas secara individual maupun berkelompok</p>	
3	<p><b>Kegiatan Penutup:</b></p> <ul style="list-style-type: none"> <li>• Menutup pelajaran dengan membaca do'a dan mengucapkan salam</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam</li> </ul>	5 menit

## PERTEMUAN 7

No	Kegiatan Guru	Kegiatan Siswa	Alokasi Waktu
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1	<p><b>Kegiatan Awal:</b></p> <ul style="list-style-type: none"> <li>• Mengucapkan salam pembuka dan menanyakan kabar “<b>How are you</b>”?</li> <li>• Menanyakan kehadiran peserta didik “<b>Who absen today</b>?”</li> <li>• Peserta didik berdoa sebelum memulai kegiatan belajar</li> <li>• Guru menanyakan materi yang sudah dipelajari sebelumnya.</li> <li>• Guru mengajukan pertanyaan “<i>are you ready to have test?</i>”</li> </ul>	<ul style="list-style-type: none"> <li>• Menjawab salam dan menyatakan kabar “<b>I’am Fine</b>”.</li> <li>• Siswa memulai kegiatan berdoa</li> <li>• Siswa merespon pertanyaan guru</li> </ul>	10 menit
2	<p><b>Kegiatan Inti:</b></p> <ul style="list-style-type: none"> <li>• guru memberikan arahan untuk persiapan ulangan atau “Pre-test”</li> <li>• guru memberikan soal pre-test di group WhatsApp</li> </ul>	<ul style="list-style-type: none"> <li>• Peserta didik Menyimak dan memperhatikan guru.</li> <li>• Siswa menentukan jawaban yang benar dari soal pilihan ganda dan true false.</li> </ul>	45 menit
3	<p><b>Kegiatan Penutup:</b></p>		5 menit

	<ul style="list-style-type: none"> <li>• Meminta siswa untuk mengumpulkan jawabannya.</li> <li>• Menutup pembelajaran dan sekaligus salam perpisahan kepada peserta peserta didik serta membaca do'a</li> </ul>	<ul style="list-style-type: none"> <li>• Mengumoulkan lebar jawaban dalam bentuk foto kepada guru</li> <li>• Menjawab salam perpisahan dari guru.</li> </ul>	
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### G. PENILAIAN :

- Tehnik : Tes Tulis
- Bentuk : Tulisan

### H. PEDOAN PENILAIAN

- Pedoman skor
  - Jawaban benar : 5
  - Jawaban salah : 0
- Skor maksimal : 100

$$NA = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

### Appendices 6 student score calculate

1.The student reading comprehension by PQSRT Strategy in control class and experiment class

The learning result of pre-test and post-test in control class and experiment class:

NO	CONTROL				EXPERIMENT			
	PRE-TEST		POST-TEST		PRE-TEST		POST-TEST	
	X <sub>1</sub>	X <sub>2</sub>	X <sub>2</sub>	X <sub>2</sub>	X <sub>1</sub>	X <sub>2</sub>	X <sub>2</sub>	X <sub>2</sub>
1	45	2025	60	3600	50	4900	80	5625
2	50	2500	70	4900	60	3600	74	4900
3	70	4900	65	4225	40	5625	85	6400
4	35	1225	75	5625	55	3600	75	3600
5	75	4225	85	7225	55	3600	70	4900
6	55	3025	65	4225	45	3600	75	5625
7	45	2025	60	3600	40	4900	80	6400
8	40	1600	65	4225	60	2500	60	3600
9	30	900	50	2500	40	2500	65	4225
10	50	2500	80	6400	40	3025	70	4900
11	65	4225	70	4900	45	3600	70	4900
12	45	2025	60	3600	65	4225	65	4225
13	60	3600	65	4225	50	3600	60	3600
14	35	1225	75	5625	50	4900	75	5625



15	45	2025	55	3025	40	5625	80	6400
16	55	3025	65	4225	55	4900	80	5625
17	35	1225	50	2500	40	5625	75	5625
18	50	2500	55	3025	50	4900	80	5625
19	45	2025	60	3600	40	3600	74	4900
20	65	4225	65	4225	45	5625	85	6400
21	65	4225	70	4900	60	3600	75	3600
22	60	3600	70	4900	40	3600	70	4900
23	55	3025	55	3025	55	3600	75	5625
24	65	4225	70	4900	40	4900	80	6400
25	50	2500	60	3600	45	2500	60	3600
26	70	4900	65	4225	55	2500	65	4225
27	35	1225	45	2025	65	3025	70	4900
28	45	2025	55	3025	45	3600	70	4900
29	55	3025	60	3600	55	4225	65	4225
30	70	4900	70	4900	45	3600	60	3600
31	40	1600	50	2500	65	4900	75	5625
32	65	4225	65	4225	55	5625	80	6400
33	65	4225	70	4900	50	4900	80	5625
	$\Sigma X =$ <b>1660</b>	$\Sigma X^2 =$ <b>94257</b>	$\Sigma X =$ <b>2035</b>	$\Sigma X^2 =$ <b>136200</b>	$\Sigma X =$ <b>1590</b>	$\Sigma X^2 =$ <b>81200</b>	$\Sigma X =$ <b>2304</b>	$\Sigma X^2 =$ <b>167726</b>

(Data Source: The Student Score in Pre-Test)

## EXPERIMEN CLASS

The first to get the mean score of the pre-test, used formula:

$$X = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1590}{32}$$

$$\bar{X} = 49,68$$

So the mean score ( $X_1$ ) for the pre-test is 49,68

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 49,68 From that analyzing. The Pre-test maximum score is 65 and the minimum score is 40. 3 students who get the maximum score and 9 got the minimum score.

Second, to get the standard deviation of the pre-test, used the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{81200 - \frac{(1590)^2}{32-1}}{32-1}}$$

$$SD = \sqrt{\frac{81200 - \frac{2528100}{31}}{31}}$$

$$SD = \sqrt{\frac{81200 - 815,51}{31}}$$

$$SD = \sqrt{\frac{803,84}{31}}$$

$$SD = \sqrt{2,59}$$

$$SD = 1,60$$

So, the standard deviation of the pre-test is 1,60

After determining the mean score ( $X_1$ ) of the pre-test was 49,68 and the standard deviation (SD) of the post-test was 2,12. It could be seen that students' reading comprehension was in a low category.

**The second to get the mean score of the post-test used formula:**

$$X_1 = \frac{\sum X_1}{N_1}$$

$$\bar{x} = \frac{2304}{32}$$

$$\bar{X} = 72$$

So the mean score ( $X_1$ ) for the post-test is 72

The data showed at post-test the maximum score is 85 and the minimum score was 60. 1 student got the maximum and 6 students got the minimum score post-test in the experimental class.

Second, to get the standard deviation of the post-test, used the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{167726 - \frac{(2304)^2}{32-1}}{32-1}}$$

$$SD = \sqrt{\frac{167726 - \frac{5308416}{31}}{31}}$$

$$SD = \sqrt{\frac{167726 - 171,23}{31}}$$

$$SD = \sqrt{\frac{167,55}{31}}$$

$$SD = \sqrt{5,40}$$

$$SD = 2,32$$

So, the standard deviation of the post-test is 2,32.

After determining the mean score ( $X_1$ ) of post-test was 72 and standard deviation (SD) of the post-test was 2,32. It could be seen that improving students reading comprehension were in a good category. It can be seen that there is improving in students' reading comprehension.

### **CONTROL CLASS**

- **PRE-TEST**

The first to get the mean score of the post-test used the formula:

$$X = \frac{\sum x}{N}$$

$$\bar{x} = \frac{1660}{33}$$

$$\bar{x} = 50,30$$

So the mean score ( $X_1$ ) for the pre-test is 50,30

Based on the result of the pre-test and post-test above, the data showed at pre-test score and the maximum score is 75 and the minimum score is 40. The mean score of the pre-test is 50,30 From that analysis.

Second, to get the standard deviation of the pre-test, used the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{94257 - \frac{(1660)^2}{33-1}}{33-1}}$$

$$SD = \sqrt{\frac{94257 - \frac{2755600}{32}}{32}}$$

$$SD = \sqrt{\frac{94257 - 861,12}{32}}$$

$$SD = \sqrt{\frac{121,77}{32}}$$

$$SD = \sqrt{9,39}$$

$$SD = 1,84$$

So, the standard deviation of the post-test is 1,94

After determining the mean score ( $X_1$ ) of pre-test was 50,30 and the standard deviation (SD) of the post-test was 1,84.

- **POST-TEST**

The first to get the mean score of the post-test, used formula:

$$X_1 = \frac{\sum X_1}{N_1}$$

$$\bar{x} = \frac{2035}{33}$$

$$\bar{X} = 61,66$$

Base on the result of the pre-test and post-test above, the data showed that the maximum score of the post test is 80 and the minimum score is 45, the mean score of

the post-test is 61.66. 1 student who got the maximum score and 1 who got the minimum score in. it could be seen the students' reading comprehension still in low category.

Second, to get the standard deviation of the post-test, used formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{n-1}}{N-1}}$$

$$SD = \sqrt{\frac{138175 - \frac{(2050)^2}{33-1}}{33-1}}$$

$$SD = \sqrt{\frac{138175 - \frac{4202500}{32}}{32}}$$

$$SD = \sqrt{\frac{138175 - 131,32}{32}}$$

$$SD = \sqrt{\frac{138,04}{32}}$$

$$SD = \sqrt{4,31}$$

$$SD = 2,07$$

So, the standard deviation of the post-test is 2,07

After determining the mean score ( $X_1$ ) of post-test was 62,12 and standard deviation (SD) of the post-test was 2,07. It could be seen that improving students' reading comprehension was in a good category.

**Table. 4.5**  
**The result of post-test at Experimen Class ( $X_1^2$ ) and at Control Class ( $X_2^2$ )**

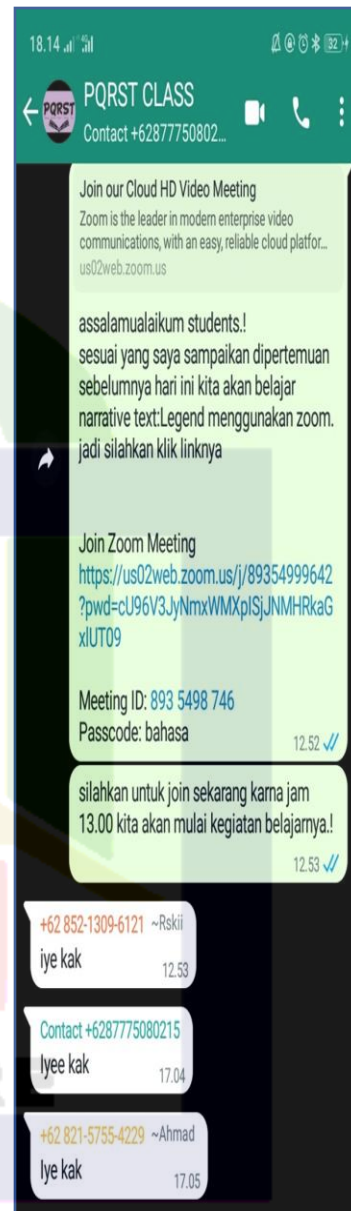
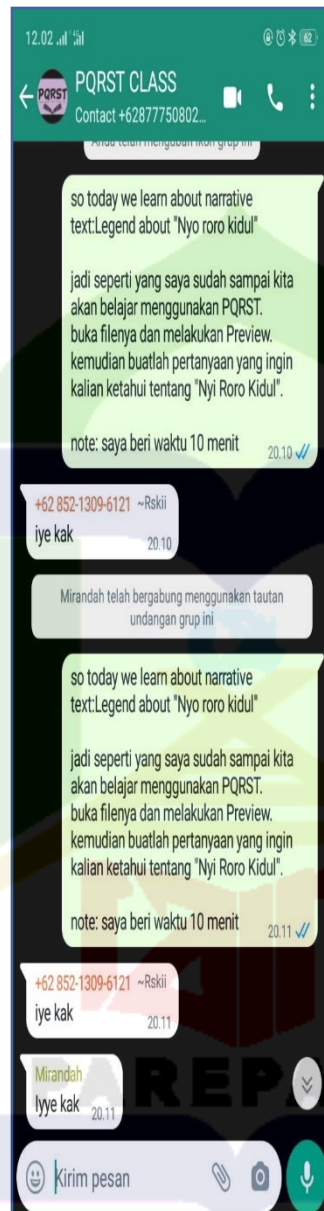
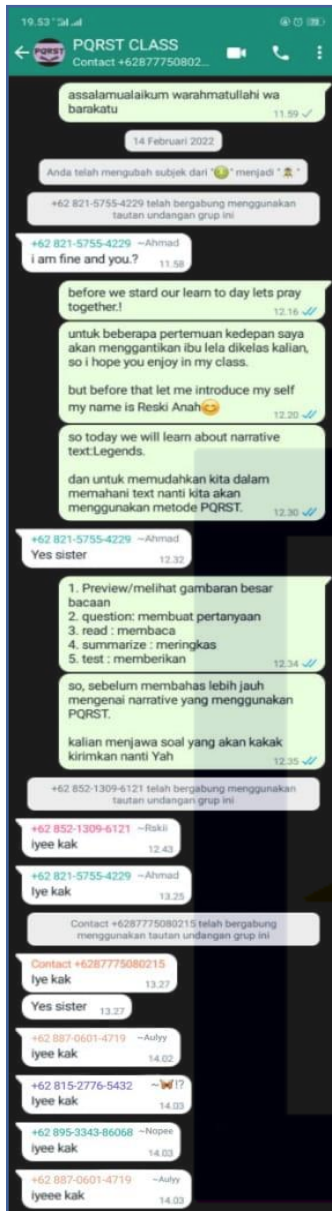
NO	Score		$X_1^2$	$X_2^2$
	$X_1$	$X_2$		
1	80	60	5625	3600
2	74	70	4900	4900
3	85	65	6400	4225
4	75	75	3600	5625
5	70	85	4900	7225
6	75	65	5625	4225
7	80	60	6400	3600
8	60	65	3600	4225
9	65	50	4225	2500
10	70	80	4900	6400
11	70	70	4900	4900
12	65	60	4225	3600
13	60	65	3600	4225
14	75	75	5625	5625
15	80	55	6400	3025
16	80	65	5625	4225
17	75	50	5625	2500

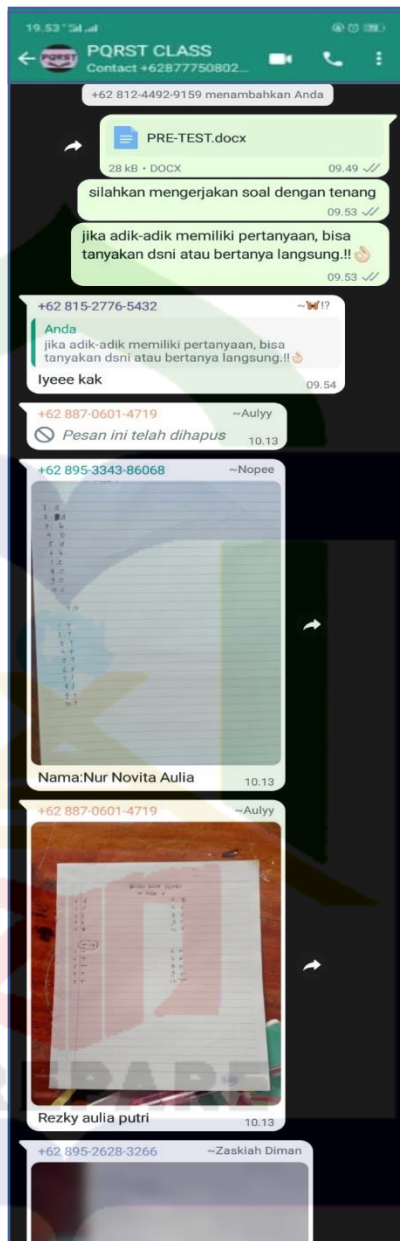
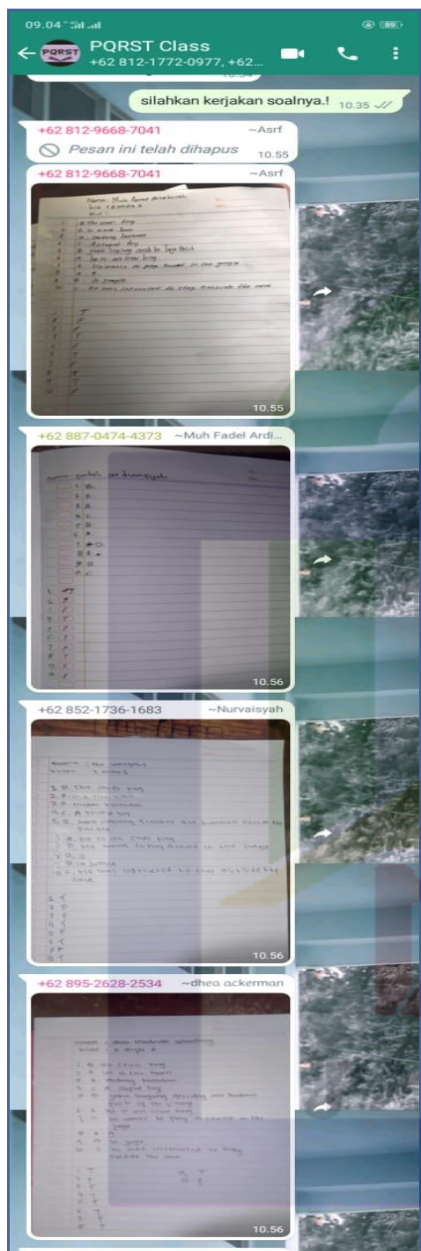
18	70	55	4900	3025
19	60	60	3600	3600
20	70	65	4900	4225
21	80	70	4225	4900
22	70	70	4900	4900
23	65	55	5625	3025
24	70	70	4900	4900
25	85	60	7225	3600
26	80	65	4225	4225
27	70	45	4900	2025
28	60	55	3600	3025
29	60	60	3600	3600
30	80	70	6400	4900
31	80	50	6400	2500
32	65	65	5625	4225
	<b><math>\sum X_1 = 2304</math></b>	<b><math>\sum X_1 = 2035</math></b>	<b><math>\sum X_1^2 = 167726</math></b>	<b><math>\sum X_2^2 = 136200</math></b>

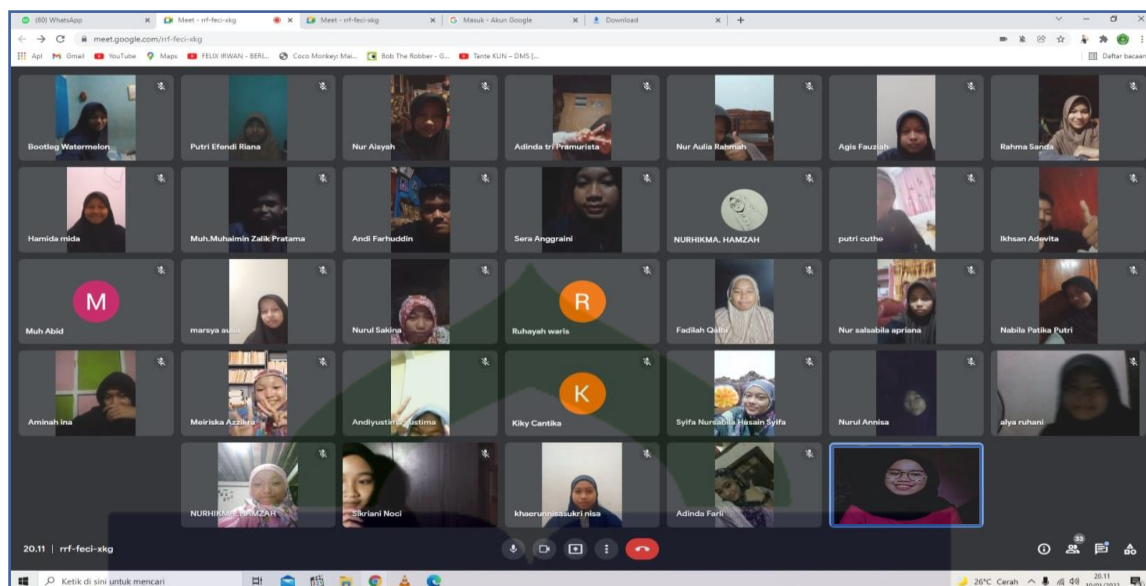
*(Data source: the Calculation of the Score on POST-TEST in experiment class and control class on the effectiveness PQRST on online English learning to improve students' reading comprehension)*



## Appendices 6 Documentation













**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
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Nomor : B.317/In.39.5.1/PP.00.9/01/2022  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kab. Pinrang

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

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Tempat/Tgl. Lahir : Tapalang, 31 Desember 1997  
NIM : 17.1300.037  
Fakultas / Program Studi : IX (Sembilan)  
Alamat : Tapalang, Dusun Tamao, Kec. Tapalang, Kab. Mamuju

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul **"The Effectiveness Pf PQRST (Preview, Question, Reading, Summarize, and Test) Strategy In Online English Learning To Improve Student Reading Comprehension At MAN Pinrang"**. Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Februari Tahun 2022.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 25 Januari 2022

Wakil Dekan I,



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah





**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
**Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212**

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL**  
**DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0068/PENELITIAN/DPMPPTSP/02/2022

Tentang

**REKOMENDASI PENELITIAN**

**Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 10-02-2022 atas nama RESKI ANAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

**Mengingat** :

1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

**Memperhatikan** :

1. Rekomendasi Tim Teknis PTSP : 0117/RT.Teknis/DPMPPTSP/02/2022, Tanggal : 11-02-2022
2. Berita Acara Pemeriksaan (BAP) Nomor : 0069/BAP/PENELITIAN/DPMPPTSP/02/2022, Tanggal : 11-02-2022

**MEMUTUSKAN**

**Menetapkan** :

**KESATU** : Memberikan Rekomendasi Penelitian kepada :

1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG
3. Nama Peneliti : RESKI ANAH
4. Judul Penelitian : THE EFFECTIVENESS OF PQRS (Preview, Question, Reading, Summarize, and Test) STRATEGY IN ONLINE ENGLISH LEARNING TO IMPROVE STUDENT READING COMPREHENSION AT MAN PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS X MIPA 4 DAN KELAS X MIPA 6
7. Lokasi Penelitian : Kecamatan Paletang

**KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 11-08-2022.

**KETIGA** : Peneliti wajib menaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

**KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 11 Februari 2022



Ditandatangani Secara Elektronik Oleh :

**ANDI MIRANI, AP., M.Si**

NIP. 197406031993112001

**Kepala Dinas Penanaman Modal dan PTSP**  
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



**Balai Sertifikasi Elektronik**



**ZONA HIJAU**



**OMBUDSMAN**  
REPUBLIK INDONESIA

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DPMPPTSP



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG**  
**MADRASAH ALIYAH NEGERI PINRANG**  
 Jalan Bulu Pakoro No. 429 Telp. 0411 921670 Pinrang 91213

**SURAT KETERANGAN IZIN MENELITI**  
 Nomor : B-121 /Ma.21.17.1/TL.03/02/2022

Berdasarkan Kementerian Agama Republik Indonesia Institut Agama Islam Negeri ParePare Fakultas Tarbiyah Nomor: B.317/In.39.5.1/PP.00.9/01/2022 Tentang Hal: Permohonan Rekomendasi Izin Penelitian Tanggal 25 Januari 2022, Maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : RESKI ANAH  
 Nim : 17.1300.037  
 Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris

Benar siap melaksanakan Kegiatan Penelitian dengan Judul: ***“THE EFFECTIVENESS OF PQRST (PREVIEW, QUESTION, READING, SUMMARIZE AND TEST) STRATEGY IN ONLINE LEARNING TO IMPROVE STUDENT READING COMPREHENSION AT MAN PINRANG”*** yang dimulai tanggal 14 Januari 2022

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 15 Februari 2022  
 Kepala,

Madrasah Aliyah Negeri Pinrang



**Drs. Ansyar, MA**  
 NIP. 19660503 199203 1 001





### CURRICULUM VITAE

Reski Anah, the writer born on December 31<sup>th</sup> 1997 in Tapalang, Mamuju, Sulawesi Barat. She is the third child from three children in her family. Her father's name is Hasbi and her mother's name is Narsiah. She is a student from education program of Tarbiyah Faculty at Islamic Institute (IAIN) Parepare. Her educational background, she began her study 2004 at SDN 01 Tapalang and graduate on 2010.

While at the same year she studies at SMPN 01 Tapalang, and she move to SMPN 01 Tapalang Barat and graduate on 2015, she continue her study at Tarbiyah at SMAN 01 Tapalang and graduate on 2017. At the same years she continued her study at Tarbiyah Faculty of IAIN Parepare and she struggles and finishes her studies with the entitled "The Effectiveness Of PQRST (Preview, Question, Reading, Summarize, And Test) Strategy In Online English Learning To Improve Students' Reading Comprehension At Man Pirang"